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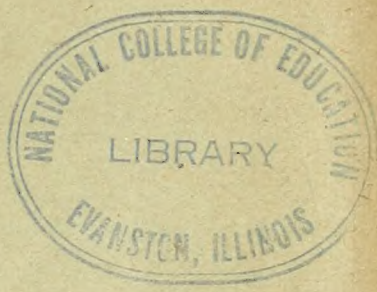
September, 1900

NEW SERIES
Vol. XIII. No. 1

Educational Conventions ^{OF THE} Vacation Months

Plans and Principles, by Frederica Beard

KINDERGARTEN MAGAZINE



Pledged to make the Kindergarten Free to all Children and to support all allies of Elementary Education, including Manual Training, Farm Schools, Domestic Science, Vacation Schools, Public Play Grounds, and Social Quarantine.

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KINDERGARTEN MAGAZINE, CHICAGO

YEARLY SUBSCRIPTION

\$2.00

IN ENGLAND

10 ■ SHILLINGS

PUBLISHED MONTHLY

Entered at the Chicago Post Office
as second-class matter

SINGLE NUMBER

20 CENTS

IN ENGLAND

1 SHILLING

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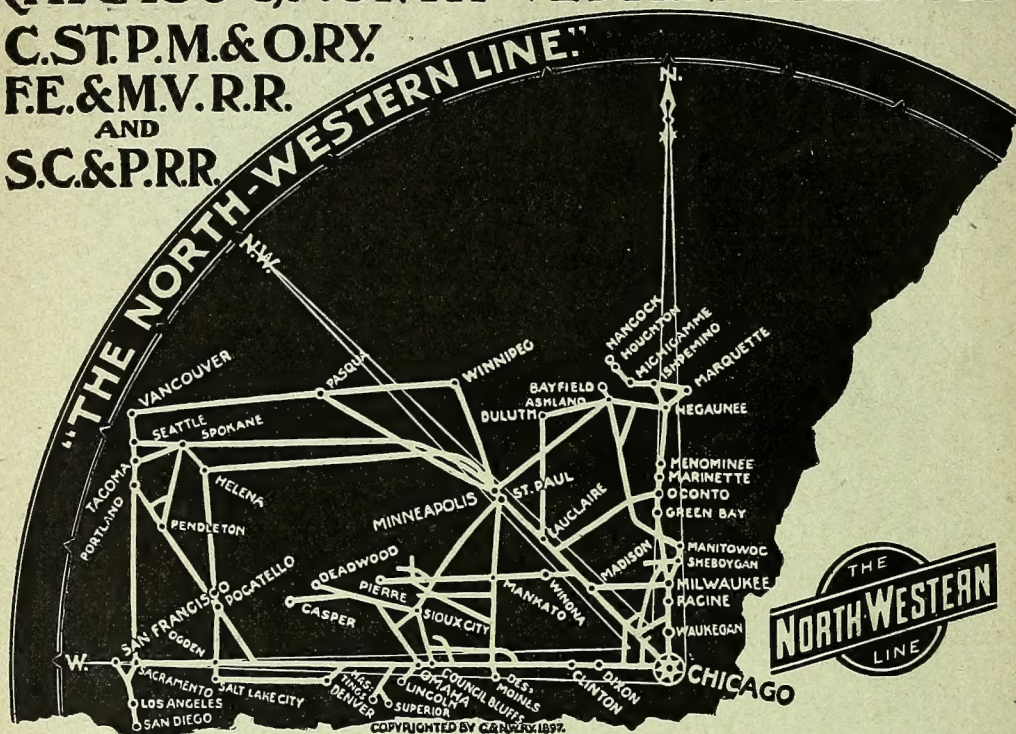
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53336

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THE AUDITORIUM, CHARLESTON.



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KINDERGARTEN MAGAZINE

Vol. XIII.—SEPTEMBER, 1900.—No. 1.

NEW SERIES.

PLANS AND PRINCIPLES.

FREDERICA BEARD.

THIS is the time for the making of plans. We might say programs, but the very sound of the word suggests a setness and definiteness that we believe has no part with the natural occupations of little children. If thru program-making we feel constrained to use blocks one day and paper-folding another, no matter what happens, forbidding any topic of interest to take the attention save the subject appointed for a given time, we had better cast programs to the winds. The words of an old teacher come back to mind: "The kindergartner without a program is a poor one; the kindergartner who always keeps to her program is a worse one." In the light of today the latter part of this maxim needs to be proclaimed from the hilltops, for over-formulation is the bane of many a kindergarten. But substituting the word plan for program we may well repeat, "the kindergartner without any plan is a poor one." Imagine the young woman of small experience going to a group of children without a definite and clear idea of what is to be done, and you may imagine also a condition soon after in which the activities of the children are not only running to waste, but into channels of decided harm. Let us have plans, but let us guard against unwisely limiting ourselves or the children by them. It requires more ingenuity, tact, and experience to work in this way than to abide by a stereotyped program. But "The letter killeth, the spirit giveth life;" therefore we cannot be content with the letter, to give life must surely be our aim. The words of the Great Master, "I am come that ye might have life, and that ye might have it more abundantly," suggest the ideal purpose for those who follow His service of love; and this aim is inspiration for the greatest effort.

We must, first, then, gauge our plans by our principles that the spirit may be within the form. For this a deeper insight, a breadth of vision, is needed. Theoretically a certain principle is known and practically applied in *one* direction, while apparently its application in another direction is unthought of. Until a principle is seen in an all-around way, and in its relation to any line of work, it is not fully known. For instance, hackneyed as are the words, "from the known to the unknown," the principle involved is yet to be appreciated in its fullness. Interpreted under the terms "the point of contact," "the plane of experience," "the point of departure," etc., new light has been thrown on its meaning; and yet the very change of words sometimes hinders the right application. It is surely a superficial understanding which makes the "point of contact" one little item of knowledge to which may be linked some history foreign to the experience of the individual. In a book of stories claiming to be educational, and justly so in many respects, it is strange to find "uncles" as the point of contact between the child's experience and a certain story in which there happens to be an uncle. The reader is led to suppose that the point of contact is just like a familiar peg on which may be hung any number of unfamiliar things! The heart of the story, the very substance of it (if right at all), should be so in touch with the experience of childhood that the point of contact is found in itself and not in some incidental relationship. That is really what the principle means.

Here is a child with his small circle of experiences. We are apt to add another circle, and another, instead of working within the first, by making use of present experiences, and so gradually enlarging that first circle. An illustration will make clear the difference between these two methods of work. The child naturally responds to the poetic mystery of the great, wonderful sun, the beautiful "lady moon," and the little lights that "twinkle, twinkle all the night"; these are daily experiences, and he personifies them as his fancy dictates. Story, song, and suggestive play will make these experiences educative. We question, by the way, whether the impersonation of the sun by a child is a natural characterization; whether he would of his own accord, impersonate thus, and whether such dramatizing does not detract from the feeling of wonder and greatness, wholesome and helpful in itself. The representation of "sunbeam fairies" is very dif-

ferent; the sunbeams dancing in the room are near the child, he *sees* their character, is inspired to be "a fairy" and lives out for the time the character he sees.

Because of the child's familiarity with and love for the sun, moon, and stars, we say, "here is our point of contact" for simple work in astronomy; but have we any right to touch the scientific side of this subject? Is astronomy, even in its simplest phases, a *natural* part of the little child's life? Do we not thrust upon him *our* experiences when we picture in kindergarten the stars forming "the dipper," "the Great Bear," etc. Can he discover these positions and forms for himself? We cannot have considered the power demanded, both optical and psychical, for such localization in space, the discrimination, association, and selection involved, to say nothing of the concentration of attention. Perez's observations are of interest here:

"There is no doubt that children, even after a certain number of experiences, will be very puzzle-pated in making distinctions, which we determine at first sight, between such things as the ledge of a chimney-piece, a roof, a portion of a wall, the facing of a bridge, and the plane surfaces which are contiguous to them. We can also well understand that a child, even of three years old, and who has some idea of concrete numerical quantities, will yet often make mistakes in estimating the number of objects presented to him. Is it not the same with adults? We know that to each one of us when we look up at the sky on a fine, starry night, the number of stars we seem to see is immensely exaggerated. Here we have an illusion which is entirely mental. An illusion of this kind takes place in a child's mind when it wishes to count a number of objects close to each other even when but little removed from himself. . . . That which is true of numeric magnitude is also true of magnitude of extent. A pool of water seems like an ocean to an infant of two or three, and the sea is much, very much water; but this vague idea of the indefinite is much more limited in children than in adults." (p. 226.)

When such work as this is done in the kindergarten, we are not, in practice, so very far from the "infant school" of a generation ago (as clearly seen by J. G. Holland's picture of these old-time schools given in his story entitled, "Miss Gilbert's Career"), while in principle there is such radical difference.

Again, fire and fuel are a part of the child's immediate expe-

rience, especially in the cold days of a northern climate. But do we enlarge that experience, or do we add something foreign to it, when all the details of a miner's life and work are illustrated in the average kindergarten? In mining districts the children will naturally enter into this work, and see thru the kindergarten its ideal relations. In other places all such work must be based on information. The expression of the children is then a purely imitative one, or a highly imaginative and often incorrect one. The plane of experience has been apparently forgotten.

We are reminded right here of another old principle, "From the simple to the complex," the well-worn form of which has almost caused the essence to be lost sight of.

The kindergarten is sometimes in danger of taking the world to itself! Some things beautiful in themselves are not beautiful there. Miss Blow's word against "Hiawatha" needs to be repeated. There are some subjects which the primary school may surely retain for itself! Notably those of a purely historical nature (using the word in its narrower sense). The celebration of certain national holidays, such as Thanksgiving, Christmas, and perhaps Washington's birthday, is essentially a part of the child's home experience, and a natural exception to the rule. But with little or no historic sense, what has the kindergarten child to do with Lincoln's birthday or Decoration Day? or with the Dutch and the dikes of Holland in the celebration of Thanksgiving? These will come with a fresh significance if left for his school life. Subjects which are of value later on often lose their power for good when made familiar before the fullness of time.

The whole question of the selection of matter and material resolves itself into a question of comparative and primary values. Education today needs to simplify the complex civilization into which the child is born, that he may be brought in touch with essential and fundamental principles. In making plans let us choose that which is nearest and simplest to him. We must weigh the first by the second, for much that is physically near is mentally distant. The kindergarten has said to the home: "Beware of the evil effect of too many toys, too rich food." "Physician, heal thyself," may be the answer. What a whirl the little brain must be in when it lives with the shoemaker for five days, the blacksmith for another five, and the carpenter for another five! At the end of five days the child's interest is but fairly

launched in any line of work, and he needs an opportunity to live out this interest—needs time for digestion and assimilation. These, we are learning, come only thru the child's own expression of the ideas received. The truth for the child thru any of these subjects is, of course, largely the same, and he needs to see the relationship between many workers, rather than the details about any one, but absorbed in so many new *externals* he may lose the impressions of this truth altogether. Time is needed; things legitimate in themselves must be laid aside, for at best there are but forty weeks in the year for most of us.

This applies also to the variety of material. The same material used two or three times a week may be more educative than the use of a different one each day. Overfeeding for the mind is as bad as overfeeding for the body. Repetition is a natural tendency and interest. Give the child opportunity to repeat, and sometimes repeat for him. A young kindergartner, quick of insight in many ways, asked with surprising eagerness one day: "Why! would you tell a story more than once in kindergarten?" The writer wondered why this worker sang a song more than once! It is safe to say that *if* a "Gift-play," or anything else, is *worth having at all*, its repetition *may* be of more value than the giving of something new. We must distinguish carefully between essentials and non-essentials; between that which is life-giving and that which is not. The repetition of incidentals may obstruct the way for better impressions. The old story of the boy and the pitchers will bear retelling here; after pasting and drawing pictures of pitchers, modeling and playing with pitchers, the exclamation burst forth: "Oh, how I *hate* pitchers!" Repetition may be overdone, but here the chief trouble was with the object of repetition—a mere incidental form in the interesting subject of the milk and the cow. Nothing was gained by deepening the impression of this particular form. "The letter killeth and the spirit giveth life." Having selected a subject both near and simple, we need to seek the essential elements, those which appeal to the child-life, and that always touch the active rather than the passive side. The character of a thing, the service it renders, are more important and more interesting than the form it bears. We have found in using the sphere that the point of contact—that which touches—is that "the ball moves," not that "the ball is round"; with the cube that it is "strong," not that it has "six square sides." Apply this

further: the flower that grows, that smells, that gives food to the bee, touches the life of the little child as the flower with one pistil, five petals, and so many stamens never can. Spirit before form. By and by our boy will seek the "form"; he will turn to the scientific, and in the primary school, stamens, petals, and pistil will find their places; the material will appeal more than the spiritual, and the "light bird" or the "sunbeam fairy" on the wall will be "just the rays of light refracted thru the glass prism—my papa told me so."

"WELCOME THE COMING, SPEED THE PARTING
GUEST."

BOY is building a castle tall,
Bronze curls are bobbing and blue eyes shine;
Fat hands steady the tottering wall;
Busy, so busy, this boy of mine!

Presently comes a ring at the door;
Boy jumps up from his play at the sound;
Down go the blocks with a crash to the floor;
Boy's in the hall with a shout and a bound.

Brightly he welcomes the coming guest;
Says with a manner all hearts to win,
Smiling his broadest and bowing his best,—
"Please walk right in, Mrs. Smif; walk in!"

Then back to his blocks and his castle tall,
Bronze curls bobbing and blue eyes ashine;
Fat hands building the mighty wall;
Busy, so busy, this boy of mine!

Soon as the visitor rises to go
Play is forgotten and Boy is at hand;
Rushes ahead to the door below,
Opens it wide and takes his stand,

Smiling as radiantly as before,
Waving his hand with a merry shout
As the visitor passes through the door,—
"Please go right out, Mrs. Smif; go out!"

—*Ida S. Harrington, in the Churchman.*

PLAY VERSUS THE SCHOOL.

HENRY S. CURTIS, PH. D.

ONE of the most noticeable movements in the pedagogical world of late years has been an increasing appreciation of the value of play. From the time of Froebel's first kindergarten up to the present it has occupied a larger and larger place on the educational horizon, until there are many educators who are telling us that all instruction should be clad in a play form. Play gives interest and zest to all that it touches. The practical side, however, has come very far from keeping pace with the theoretical, and, as any educator knows, for the majority of any class school and play have an exactly opposite meaning.

If we ask ourselves "What is play, and how did it come to survive the deadly struggle for existence?" we are baffled at first. Play seems like a useless bit of poetry, sadly strayed in the bitter prose of the actual; and we cannot but wonder in what sort of mail it clad itself so as to keep its place in the battle-field of the past, that it was not devoured by the ichthyosaurus or the dinosaurus, or some other relentless gorgon in that deadly struggle to which every useless characteristic of man or beast has succumbed.

There are two chief theories of play, one of which is usually identified with Spencer, and says play springs from surplus energy; and the second, that of Professor Groos, regards play as an instinct which prompts an animal to those movements which prepare him for his life tasks later. This later theory seems to me fairly well established for most of the plays of animals, and is, all in all, the most promising theory in the field. Play is the animal's education.

If we take the simple plays of savage children their educative nature seems quite as plain. The Indian boy who makes a bow and arrow to shoot at a mark, or builds snares, or plays tag, is quite obviously preparing for the business of life. A careful analysis seems to show that all plays are more or less conventionalized dramatizations by the young of the pursuits of their elders. Every new occupation, every new pageant, leads to a new series of plays.

In the course of time many details are dropped out and perhaps new ones inserted, so that the original purpose may be quite obscured. Most of the plays of children are modified occupations of savages. The play impulse is the basis of a natural education which seeks an immediate power over environment. As time has gone on it has been supplanted by an artificial system, devised by man to furnish the training and knowledge needed in later years. But whereas the earlier system sprung from the inner nature of childhood, and was always delightful to the child, he has always felt the new system as something foreign which was being forced upon him from without, realizing very imperfectly the adult needs for which this system is supposed to prepare, and, finding lessons planned by adult minds to meet the needs of adults oftentimes unsuited to his child's nature, he has longed for the earlier training, for the right to play and be a child (for these two are almost synonymous). The battle between the child and the man, between nature and art, between impulse and conscious purpose has begun. The intensity of this struggle has been modified of late years on the one side by an attempt to adapt the studies more closely to the child's nature; but it has been aggravated on the other by the increasing time and effort demanded.

In times when there were only four or five months of school in the year, when there were ample recesses and opportunities to play after school, and in summer, the problem of the opposition between play and the school was not very serious. But as the number of the sciences has increased, and the amount of learning required in order to be called learned has become greater, educators have been forced to add month after month to the school year, until now in New York the school year is practically the whole year.

Keeping pace with this movement to lengthen the time of training, there has been another which has cut out the recesses, and made parks of or omitted the playgrounds. But this is not all or even the most serious charge against the school. It has been found necessary, in order to force the child thru the extensive curriculum, to prescribe home study, and childhood is now loaded with quite as many cares as adults, with all its worry about lessons, examinations, etc.

The worst feature of all, in our great cities, is that there is no place for children to play, and they may grow to maturity with-

out ever having had one hearty, uninterrupted game in their lives. Children are losing their childishness, and talk and look almost as serious as adults.

I think it would be found on investigation that there are a great many children in New York under ten who are spending eight or ten hours a day on school work. How can a child be a child, much less be happy, with such a load of work as this? But there seems to be no alternative between study and the streets at present.

What is to be the outcome? this process cannot go much further. Childhood is the motor period of life. Physical growth and development are then the most important considerations. To this end nature makes the small child ceaselessly active, that he may use and develop each limb and faculty. Nothing could be conceived more contrary to the fundamental nature of the child than to require him to sit still on a school bench for five or six hours a day. This is what makes the load of discipline so heavy on many a teacher; she is warring against nature. A free, rollicking, open-air life, in which study may be an incident but must not be the whole, is the child's natural love at this period.

There is a picture which often arises in my mind as ideal of child life: It was a bright forenoon in May. On the brow of a hill overlooking an Eastern city was a group of children picking flowers and chasing each other on the grass. Above the smoke and the bustle of business, with God's sky over them and the eternal sun smiling down upon their play, little did they think of the toilers below or the labor that would sometime be theirs. In their bright spring dresses they seemed like careless butterflies flitting from flower to flower. And who shall say that the divinity of that day left behind no seeds which should blossom later into flowers of character and religion? I can remember a few such days which I would not exchange for weeks of school.

It is mostly the confinement that makes school disagreeable to the child. I once took the trouble to question a number of boys at a boys' club as to whether they liked to go to school or not. Nearly all who said "no" gave as the reason because they had to "sit still," "stay in doors," or some other reason which referred to confinement. A small boy of seven once said to me: "Teacher, I don't like to sit on these old, hard seats so long; after I sit still awhile it seems as tho I would just have to jump up

and run around the schoolhouse." Any teacher of experience knows how eager children are to do even menial tasks which will allow them to leave their seats. The interests and ideals of childhood are all motor.

Not only do the confinement and long hours of study make the school disagreeable to the child, but there is a good deal of evidence which goes to show that it may be very injurious to him as well. Spencer says the present race of Englishmen are inferior to their fathers in height, weight, and resistance to disease. He thinks the overwork of the school children is the cause. He says this belief has been forced upon him by noticing the frequent breakdowns from over-pressure in the schools. For every breakdown he thinks there must be at least half a dozen injured. Everyone who knows anything about it knows that the graduate of a high school, or even a grammar school, who looks really well is the exception. A very large per cent of them are nearsighted, many of them are nervous, and nearly all the girls have some degree of curvature of the spine.

Masso found in an extensive series of tests that excessive brain work might lessen the strength of the muscles, while Binnet and Henri found by direct tracing that severe mental work for more than half an hour temporarily reduced the heart rate in school children. Spencer says a slowed heart may be a permanent effect of over-study. By extensive measurements in Europe it has been found that increase in height and weight is greatest in the months when the child is not in school. While it cannot be definitely said that the school is responsible for this long chain of evils, yet it undoubtedly is responsible for some of them.

On the other side of this question we see that not only does the school deny the child his right to play and happiness, for these words are synonymous to children, but the educational product is not really increased thereby, at least for the lower grades. A small child will get along quite as rapidly with two or three hours of school a day as he will on five or six, as has been proven by ample experiments. Why then should we rob childhood of its childishness if no one gains anything thereby?

To me it seems that our cramming system embodies alike a false conception of play and a false philosophy of life. People class play among frivolities and amusements, for which a serious life has no place. They say if the man would succeed the boy

must devote himself to study. Childhood is the preparatory period, when the youth is to arm himself for the coming struggle. Is not every period of life preparatory for the one that follows it? Is not one period of life as much an end in itself as any other? Is not any period of life best lived by living as fully as may be its own life as tho it were an absolute end? "Write it upon thy heart, today is the best day in all the year," says Emerson.

Life is serious it is true, and oftentimes sad, but why make it serious and sad before its time? Seriousness is not the only thing necessary to the solution of the problems of life, and as many of us have found by experience, many of these problems are not easy of solution. We cannot devote a certain period of our life to preparation and then expect to be floated to success on the high tide of our past acquirements, for to many of these problems we shall find no solution, and the solution of others will come to us only after long years of waiting. He who spends his youth and prime in an agonizing struggle for wealth, expecting later to devote himself to those ends for which he sought to acquire it, very likely finds himself grown old and the coveted object still ungained, or else he finds himself rich but with no capacity to do or enjoy anything but business. The case of the student is quite the same. He will be a scholar and read the mysteries of the universe; he will transform science with the wave of his wand; he will write books and make discoveries; he will inscribe for himself a tablet in the Temple of Fame, and then—why, then he will find time for sociability and philanthropy, to live the life his heart aspires after. But the miser of roots and theorems is no better off than the miser of gold. He still finds in middle life very likely the learning which he sought, "That untraveled world whose margin fades forever and forever as we move." He finds himself sunk in the intellectual till he has no joys but the joy of mental acquirement, and he moans with Paracelsus, "Sweet human love is gone."

It must be sufficiently clear to everyone that this is a false way to regard life or to live it. But is not this just the conception that is implied in our school system? It fails to realize that childhood has a life to live which is as much an end in itself as any other period of life. It fails to realize the difficulties of those of us who have grown up without any childhood, who have taken up life at the wrong end, who find ourselves ham-

pered thru life by the lack of a child's experience as the foundation for future acquirements.

There seems to be a general conviction that he who works hardest should earn most; nevertheless it is well known that he does not. Neither can you estimate a man's learning by the number of hours he has studied. Any work becomes drudgery if carried on too long; any work may be also play if its period be brief enough. A man may go thru life finding all his work play, as he may find it all drudgery. The man who finds his work play will not only enjoy it, but he will also be successful. The man who finds his work drudgery will not only fail to enjoy his work, but he is sure to make a failure of it. Brinton has said, "The measure of value of any piece of work is the amount of play there is in it." The playful is the spontaneous element of life; the man who does not find any play in his work will never be original or inventive. Since work occupies so large a place in the lives of most of us our happiness and success will depend far more on its pleasantness than anything else.

There are a series of motives for which work may be done, each of which produces specific effects upon the character. A man may do a thing because he must; he thereby becomes a slave. He may do it for the pay purely; he thereby becomes a hireling. He may do it for the pleasure of it, and therein he has the glorious freedom of God. Play is the realization of the spirit of freedom; it is doing the thing we wish to do. Why is childhood called a happy time? Is it not on account of its freedom from care and its playfulness? Play, happiness, and childhood seem all synonymous; then why should we load the backs of children with such heavy burdens? Let us stop and consider what we are doing.

But after all the most serious charge to be preferred against a high-pressure school system is that it neglects the physical life at just the time when it ought not to be neglected.

One of the most definite results that has come from the child-study movement has been the establishing of the recapitulation theory, or the doctrine of the parallel development of the individual and the race. Before child study entered the field as an earnest worker, biology had already asserted in a general way the first part of the theory, which is, that from the moment of conception up to birth the embryo passes thru the various stages thru

which the life has passed in its evolution. The addition which child study has made to this is that from birth on the child passes thru the same stages of development—from the ape to civilized enlightenment—thru which the race has passed. He begins a very Simian in body as well as in mind. His legs are short, his arms are very long, his chest is narrower and thicker than the human type. At birth he can support his weight with his hands longer than an adult, he folds his thumb inside his hand and grasps with his fingers as the ape does, he can grasp with his toes as well as with his hands. Children are so imitative that common parlance had called them little monkeys long before science had discovered that they were so in fact.

The next period of childhood corresponds in a general way to a state of savagery. There is generally the same fondness for hunting and fishing, for games of pursuit and hiding away. A savagery, of course, which is the undercurrent to the stream of civilized acquirements, which have been forced upon the child by his environment. In nearly every line of activity this parallelism of race and individual development has been traced, and there is found to be either identity or a very close similarity. In religion the child begins as an animist and often spontaneously worships the sun and moon. Compare the rude drawings of small children with those of the Indians or the ancient Egyptians. Notice the disregard of property rights by children and savages, their propensity for begging, fondness for gambling games, their bullying and frequent cruelty, their imaginative yarns, etc.—all this despite the example and precept of civilized parents and teachers, and we see how strong is the barbarism within the child. It is time the world at large accepted the doctrine of evolution and its correlatives. It is as well proved today as the law of gravitation. There are said to be 164 rudimentary organs in the human body, including four tail muscles. Scientists differ as to the number of these organs, but there are certainly a great many. Any one of these is an almost positive proof of evolution. The human soul has quite as many rudimentary organs as the body. Psychology can get but a very little way today in the study of its phenomena without being forced to this conclusion. The recapitulation theory is probable *a priori* to an evolutionist. It is evident that the microscopic embryo cannot begin its life race with human proportions or limbs. It begins as a single cell.

Out of this round, indifferentiated mass, without body, limbs, or senses, must come the human form, prepared for human occupations. How shall the one assume the form of the other? The change must certainly be gradual. Should we not naturally expect the series of forms which life has assumed in the past was the simplest possible, and would also have the hereditary preference? The child at birth is mentally in a similar state, without knowledge or beliefs or emotions. How shall this unicellular soul ever reach its adult form? Might we not expect again that the racial series would be the simplest, and hereditary in the child? But on a basis of barbarian impulse is everywhere superimposed a civilized education. So the barbaric appears only in his spontaneous expressions.

It may be asked, "What has all this to do with the subject in hand?" All the great educators are agreed that education must follow the development of the child; there is a definite period at which each subject should be taken up, a period which we do not yet understand very well. Many great educators have also insisted that the education of the child must follow the order of racial acquirement. I feel quite sure that this will be more strongly insisted on in the future. Education must develop the faculties the child possesses, not those he is to possess. If the imagination is strong in childhood and reason is weak, then we had better educate imagination for the present until reason develops. Still more, if childhood is preëminently motor in nature then it is the time for motor or muscular development. If the child is in the barbarian period of development we must give him play, which is the only education which is fitted to this period. Not that we are to throw aside our schools and let the child run wild like "Emile" in the woods; but let the schools realize that they are not all, and have no right to all the child's time. Let us study the meaning of Froebel when he said: "Play is the highest phase of child development, of human development at this period; it is the self-active representation of the inner from inner necessity and impulse." And again, "Plays of childhood are the germinal leaves of all the later life."

"NEVER think that God's delays are God's denials. Hold on; hold fast; hold out. Patience is Genius."—*Buffon*.

HENRY BARNARD.

January 24, 1811—July 5, 1900.

A. E. WINSHIP, LIT. D.

HARTFORD has been eminently fortunate in the distinguished men and women who have lived there. It is doubtful if any equal area and population on this continent has been equally favored in this regard with Hartford and the surrounding country. The only possible exception is Cambridge. The scholastically and ecclesiastically élite of the Massachusetts Bay colony went from Cambridge to Hartford and vicinity in 1635, and it has ever maintained the aristocracy of ideas which it enjoyed at the first. At the beginning of the century the most regal dwelling on Main street was the Barnard mansion, in which Henry Barnard was born January 24, 1811, and where he died, in the same room in which he was born, July 5, 1900. The mansion, the social standing, the wealth of the family, as well as the brilliancy of the boy, had all conspired to give the impression that young Barnard was to be a favorite son of the city for whom fame and fortune were waiting. At fifteen he entered Yale College with bright prospects, and at nineteen he graduated with honors. Young as he was, he was one of the ablest men in the literary societies, and was president of the leading debating society at Yale. He took prizes in English and in Latin composition. Such distinction meant much, for there were many able men in Yale with Henry Barnard. Horace Bushnell, one of the ablest preachers in the United States, was there; Francis Barnard, afterward president of Columbia College; and Noah Porter, later president of Yale. Among his fellow-students three became United States senators; nine, members of Congress; one, secretary of war; five, ministers to foreign countries; three, governors of states; fifteen, judges; six, college presidents, and forty-three college professors. It was proof of great ability for a lad in his teens to carry off honors among such talent.

The year that he graduated from college Daniel Webster delivered the great speech of his life, the reply to Colonel Hayne in the United States Senate. This made a profound impression

upon the young orator of Yale. At the same time William Lloyd Garrison was at the height of his power as an enthusiastic champion of the rights of the negro, and this appealed strongly to Mr. Barnard. He was resolved upon a public career in which oratory was to play a leading part. In preparation for this he studied law after graduating from college, and was duly admitted to the bar. Before practicing law he went to Europe, where he visited all the principal countries, and became acquainted with Wordsworth, Carlyle, De Quincey, and other noted writers. Thus, with study and travel, he secured the best equipment for a successful public career.

On his return from Europe, at scarcely twenty-five years of age, Mr. Barnard was elected to the Connecticut legislature from Hartford. This was quick recognition for a man who had previously done nothing in politics. He became at once interested in education and proposed a bill creating a state board of education. The legislature of Connecticut was very conservative. Few people believed that it would accept any school bill, especially one so ideal and revolutionary as that offered by Mr. Barnard. Yet, such was his influence and magnetism that after his eloquent speech the bill passed the House of Representatives without a dissenting vote, and was adopted unanimously by the Senate.

The same year that Mr. Barnard entered political life Horace Mann left the Massachusetts legislature to give himself to the work of education. Mr. Barnard's admiration for Horace Mann vied with his admiration for Webster and Garrison, and the choice between an educational and a political or legal career was a difficult one. In the law a way was open to fame and fortune, with every opportunity for the exercise of all the popular powers he possessed. One of the ablest lawyers of New York city, the attorney-general for the state, had invited him to become his law partner. Few young men would decline such an offer for the sake of becoming an educator. Horace Mann was the only man in the country who would have said, "Do it." Henry Barnard did it.

Mr. Barnard became the secretary of the board of education of Connecticut, which made him virtually the superintendent of schools. He established the *Connecticut School Journal*, and wrote annual reports that were second only to those of Horace Mann.

Four years later, while planning to write a history of American education, the Rhode Island legislature invited Mr. Barnard to address them upon the subject of education, and both branches



DR. HENRY BARNARD.

met in joint session to listen to him. This speech was one of the grandest of his life. In consequence of it the legislature passed a law much like the school law of Connecticut, and Mr. Barnard

became the first commissioner for Rhode Island. He occupied the position for five years. He was later principal of the State Normal School of Connecticut, afterward president of the University of Wisconsin, and later of St. Johns College, Maryland, which position he resigned in 1867 to organize, under appointment of the President, the National Bureau of Education, of which he was the first commissioner.

Before he was forty years of age he received the degree of LL. D. from Union College, New York city, Yale and Harvard. No other educator was ever so highly honored in scholastic circles.

In 1855 Dr. Barnard began the publication of a series of volumes on education, known as the "American Journal of Education," and continued it till 1893. These volumes give a vast amount of information upon education in the different countries of the world—information such as can be found in no other place. No greater series of books on education has ever been published. The Journal cost Dr. Barnard \$50,000 more than he received from it, and his fortune was ultimately lost in the enterprise. These volumes, and his report of the Bureau of Education, prove beyond question that he has mastered the history of education in the nineteenth century in a thoro, comprehensive, and critical way as no other man has ever done. None can ever write about American or European educational affairs from 1820 to 1875 without drawing most of his information and inspiration from the writings of Henry Barnard. He had all the instincts of the scientist, the patience of an historian, the poise of a statesman, and the zeal of a reformer.

It was my privilege within a few years to be one of a dinner party given by the late Thomas Cushing of Boston, who was remembering his eightieth birthday in a quiet way. Among the guests were Henry Barnard and Julia Ward Howe. It was an occasion never to be forgotten, giving as it did a new view of each of those aged persons which could be had in no other way. In the nature of the case the conversation was largely left to the seniors, who had not enjoyed six hours together socially for many a day, and the talk was largely of experiences and events prior to the Civil War. They spoke in the most familiar way of the leaders of thought and action in Europe and America from 1840 to 1860. To them Horace Mann, Pestalozzi, Froebel, Words-

worth, De Quincey, Carlyle, David P. Page, Mary Lyon, Longfellow, Holmes, Bryant, Whittier, Emerson, Hawthorne, Irving, Webster, Clay, and Calhoun, were still in their prime. They needed but an occasional question to bring before us, with brilliant touches of wit and incident, scenes and personalities that had always been to us a dream, and in it all Dr. Barnard shone forth as a mighty leader among the great leaders of the day.

THE BLOODLESS SPORTSMAN.

I GO a-gunning, but take no gun;
 I fish without a pole;
 And I bag good game and catch such fish
 As suit a sportsman's soul;
 For the choicest game that the forest holds,
 And the best fish of the brook,
 Are never brought down by a rifle shot,
 And are never caught with a hook.

I bob for fish by the forest brook,
 I hunt for game in the trees,
 For bigger birds than wing the air,
 Or fish that swim the seas.
 A rodless Walton of the brooks,
 A bloodless sportsman I,—
 I hunt for the thoughts that throng the woods,
 The dreams that haunt the sky.

The woods were made for the hunters of dreams,
 The brooks for the fishers of song,
 To the hunters who hunt for the gunless game
 The streams and the woods belong.
 There are thoughts that moan from the soul of the pine,
 And thoughts in a flower bell curled;
 And the thoughts that are blown with the scent of the fern
 Are as new and as old as the world.

—*Sam Walter Foss*

NATIONAL EDUCATIONAL ASSOCIATION IN CON-
VENTION ASSEMBLED, JULY 7-13, 1900,
CHARLESTON, S. C.

KINDERGARTEN DEPARTMENT.

THE opening session of the Kindergarten Department of the National Educational Association was held on the afternoon of July 11, in Hibernian Hall, Mme. Kraus-Boelte, the president, in the chair. After a delightful solo by Miss Harriet Kersaw, Pres. D. B. Johnson, of Winthrop College, welcomed the visitors in behalf of the state in a cordial, appreciative address. He recognized the influence of the kindergartner not only upon the children directly under her charge, but indirectly, thru the mother, upon those just entering life. He said:

"I have shown my faith in the kindergarten by works. We have established at the college of which I am president a kindergarten department, skillfully presided over, I am happy to say, by a distinguished vice-president of this association.

"The study of the philosophy of the kindergarten develops what is highest and best in woman's character, reveals to her the beauty and sacredness of life, and opens to her a wide sphere of influence. There is no knowledge so high as the knowledge of how to train the little child; there is no knowledge so essential to woman, no matter what her position in life may be."

The city's welcome to the visiting kindergartners was expressed by Dr. Frank Frost in a witty speech, and then Supt. H. P. Archer spoke the welcome of the city schools. He was followed by Mrs. W. B. S. Heyward, who voiced the welcome of the South Carolina Kindergarten Association in a cordial address, expressive of the inspiration and encouragement which such a meeting brought to pioneer workers.

Mme. Kraus-Boelte, president of the Kindergarten Department of the N. E. A., responded to these various addresses. She stated the possibility and need of developing in the small child a sense of interdependence, thru the giving of small duties which are "within his power." "The higher spiritual thing of which this 'organic unity' is the reflection is 'the kingdom of God,' toward which and for which we are all working."

"If the sun touches only one side of a tree or plant, a deformed or misshapen tree or plant will be the consequence; but if the sun can fully touch the plant it will develop symmetrically." The analogy is plain.

The value of the kindergarten training in preparing the child for future self-education was touched upon. "The aim of all true teaching should be to increase the pupil's fund of power, and not to assist him merely in 'scrambling over present difficulties.' Making this very difficulty the means of conquest over the next is helping the child 'to help himself.'"

The president's address was followed by that of Mrs. Clarence E. Meleney of Brooklyn, N. Y.:

"A MOTHER'S ADVICE TO KINDERGARTNERS."

This covered, first, the young woman's relation to the kindergarten training, showing the value of the study of the masters, Pestalozzi and Froebel, and their system of "education by development" in awakening the womanly instincts and fitting girls for womanly duties.

"Every woman, in some way, is destined to come in contact with child life, and she should prepare herself to meet the requirements thus involved, whether she assume the duties of mother, teacher, or worker in the many social activities which demand a knowledge of childhood.

"2. The kindergartner's relation to her work. It should be a life work. Her experiences from day to day should be gathered up and organized, so that she may see how they illustrate or prove well-established educational laws. She should make comparison of her work with others; seek friendly advice; take kindly criticism from those in authority. She must prove the value of her work in the general plan of education; she must show that in this period of transition from the home to the school she can lead the child in wholesome, well-organized work and play. The kindergartner's attitude toward her profession should be one in which she holds herself open-minded, teachable, ever progressing by the light which is revealed to her thru the study of children.

"3. The relation between kindergartner and child should in a measure resemble the relation between mother and child—there should be a strong bond of sympathy between them. The kindergartner should carefully guard her study of the children that she does not become too analytical. The child should be taken as a whole, appreciated, loved, helped in his struggle to understand his own life and the life about him. In a tender, noble, womanly way the kindergartner should deal with each child

under her care, guiding them thru the experiences which they meet from day to day. The work with the little children should be very simple. Gradually they may be led to a larger circle of thought and experience, but the wise kindergartner will ever guard against bringing thoughts to the young children which are too remote from their daily life. Stories and games relating to the age of chivalry should be left to a later period in the child's growth. History stories should be left to the school, so that the teacher may present them with some degree of freshness and in relation to other events. Stories from good literature should be left until they can be presented in the beautiful language which has made them classic. While we should choose the best for the little ones, we should only give what is adapted to their needs.

"4. The relation of the kindergartner to the parents of her children. She should seek the cordial coöperation of the parents in order that the life of the child may progress in a harmonious way. Home and school life should be one in spirit. Teacher and parents should work together; they will then be mutually helpful in securing the best development for their children."

PHILANDER P. CLAXTON,

professor of pedagogy, State Normal and Industrial College, Greensboro, N. C., followed with a strong paper on the "Need of Kindergartens in the South," dwelling on the opportunity for good work, especially in the cotton mill towns scattered thru those regions. We will give later this very eloquent paper.

"The Kindergarten Gifts and Occupations, and their Educational Value," was the subject of the paper now presented by

MISS HARRIET NEIL,

director of the Phœbe A. Hearst Kindergarten Training School of Washington, D. C. She explained the value of the gifts as assisting in the interpretation of nature, not alone in their use as types of particular things or classes of things, "but that they furthermore intimate, thru their succession, natural ascending manifestations." She quoted Froebel to show that he claimed they possessed an educative value for the youth and for the educator as well as for the child.

On Thursday afternoon Miss Mary C. McCulloch, supervisor of the public schools of St. Louis, read an able paper on "Froebel's Mother and Cossetting Songs," with practical illustrations.

MISS EMMA NEWMAN,

of Buffalo, N. Y., followed with a paper on "The Kindergarten and the Primary School in their Relation to the Child and to

Each Other." Among those things which kindergarten training should give the child she named a certain measure of self-control, enlarged and more definite mental content, increased power of concentration of mind and self-direction, greater facility of expression in language, and concrete handwork.

Comparing city and country life she said.

"The country child still enjoys some advantages now denied city children. Life is less complex; he is brought into closer touch with nature's elemental forces and products, thus comprehends more of the meaning and relations of life; from his share in the family work he gains in experience, forethought, originality, self-direction. City children are in large measure losing this training in self-direction, perseverance, originality, thru a too early encounter with competition in labor, thru curtailment of free play, thru too great ease in securing ready-made implements for carrying out their plans, thru the reception from earliest childhood of complicated, finished toys."

She closed, saying:

"A change in primary work based upon principles deduced from the kindergarten, manual training, child study, are necessary if education is to preserve individuality, cultivate the power of self-direction, forethought, the ability to master practical difficulties, and inculcate respect and love for labor."

Prof. Dudley R. Cowles, formerly superintendent of the Hampton school, Virginia, and now president of the Virginia League of Teachers, next addressed the department, offering many suggestions for future work. Principal W. H. Jones, of the Barnwell graded school, discussed Miss Newman's paper, saying among other good things:

"The South is slow to change the ways of generations, but when once she espouses a cause she is a champion indeed. For many years in educational matters we walked, Chinese-like, in the paths of our ancestors. Scarcely more than ten years ago the great revival of learning began with us, which has in truth been a silent revolution. With it came the kindergarten; and seeing its inestimable importance and beneficial relation to the public school, we were not slow to adopt it."

In closing he said:

"We may safely say that the kindergarten has passed its infancy and is now in a vigorous, growing condition. Its future in the South depends on the mothers, whom Froebel regarded as his natural allies, and I, for one, feel that it is in safe hands. It is Froebel's idea, also, that we must cultivate the women, who are the educators of the human race, else that the new generation

cannot accomplish its task. It is chiefly thru their agency that Froebel's reforms have been promoted in both Europe and America.

"Fortunate is the cause that enlists the hearty interest and support of women! Doubly fortunate is the cause that has as its supporters such zealous and earnest women as those that constitute the South Carolina Kindergarten Association. The growth of the kindergarten in our Southland is due almost entirely to such large-hearted, consecrated women as Misses Holmes, Rose, and those others who have so faithfully aided them in their work. Generations yet unborn will rise up to call them blessed."

There was a general discussion on various features of the kindergarten work, which was participated in by prominent members of the association.

Before the meeting adjourned the following resolutions were read and unanimously adopted:

WHEREAS, the Kindergarten Department of the National Educational Association is deeply sensible that the success of every meeting is largely due to the arrangements made by those in charge of the preparation for its reception and comfort, therefore be it

Resolved, That this department desires to express its deep appreciation of the cordial welcome and great courtesy extended to its members, and particularly to thank the local executive committee, Mr. W. H. Welch, chairman; the local kindergarten organization, Miss Sophie G. Rose, chairman; the South Carolina Kindergarten Association, Mrs. W. B. S. Heyward, president; the press of the city; the ladies and gentlemen who so kindly placed their musical talent at its service, and all those who so generously contributed time and effort to render this meeting a memorable one in the history of the Kindergarten Department of the National Educational Association.

Resolved, That a sense of our sincere regret be recorded and extended to Miss Anna Stovall, superintendent of the Golden Gate Kindergartens, California, and to Miss Ella B. Elder, supervisor of the Free Kindergartens of Buffalo, N. Y., whose circumstances rendered it necessary for them to resign from their positions as vice-president and secretary of this department.

Resolved, That our sincerest sympathy be extended to Miss Minnie Macfeet, of Winthrop College, Rock Hill, S. C., vice-president of the department, whose illness prevented her attendance at the meetings.

Resolved, That a sense of our great appreciation of her efficient services be tendered Miss Evelyn Holmes, director of the Kindergarten Training School, Charleston, S. C., as secretary of the department.

The business of the department was finished by the election of officers, resulting in the choice of Miss Evelyn Holmes of Charleston for president, Miss Anna Williams of Philadelphia for vice-president, Miss Laws of Cincinnati for secretary.

While not the largest gathering in point of numbers, from a standpoint of social quality, as well as high educational standard, the meeting at Charleston ranks among the best of the annual N. E. A's. With characteristic cordiality the best homes of the city were thrown open to the visitors, and many for the first time

gained a glimpse of an old time, Southern interior and its fast-disappearing traditions. Before entering we stop at a quaint wrought iron or carved wooden portico. Here we ring the bell and are admitted to the long side piazza, or galleries of the typical Southern house. These are screened and hammocked, and make the charming out-of-door living room so indispensable here. A high-walled garden gives privacy and coolness, and sweet odors arise from flowers and blossoming tree and shrub. The latter at this time of the year are huge tree-bouquets of cape jasmine and azaleas in pink and purple. Great magnolias bask their shining leaves in the sun, and flaming gladiolas and cannas border the garden walks. Within still presides the Southern woman, distinctively gracious and womanly. At table Southern dishes abound. Beaten biscuit and the portable side dish of Charleston shrimps are edibles long to be remembered.

What is termed the Black Belt seems to be naturally marked by the appearance of the fireplace chimney rising from the ground to the roof of each tiny plantation hut, as well as more pretentious planter's residence. Thru many an open door could be seen as of yore the genial blaze, and the hurrying form of some black "mammy" getting ready the cornbread and bacon for the evening meal. To appearances customs and life have little altered. Here and there factories and new industries bespeak the changes slowly but surely proceeding, which, combined with the industrial educational institutions, will open the paths of stability and independence to the colored man.

Booker T. Washington, the "grand young man" of his race, again did noble service in one of the general sessions, in promulgating his doctrine of race reconstruction, which is being most sympathetically followed by the white people. Slowly the old-type negro is disappearing. Here and there a pathetic remnant of personal faithfulness and devotion yet lingers about a former master and mistress, while a younger and graceless generation awaits its assimilation. Ostensibly all bonds of obligation are broken between master and man; still whole groups cling about family rooftrees, and old negro quarters in the rear are not entirely deserted. Who can doubt the patience and kindness and long-suffering of the Southern people in these trying times! May the day of educational salvation be quickly hastened.

No more picturesque and suggestive city than Charleston

could have been chosen for the teachers annual gathering. In this center of noteworthy historic events interesting landmarks met us at every turn. Besides its interesting old dwellings Charleston boasts a number of very old churches, notably St. Michaels with a set of sweet musical chimes; a quaint old market place and town hall, and rose and tea gardens wherein tea is growing and making ready for the market. The city itself lies circling a crescent-shaped basin, a ship harbor and quaint turfed battery rising from the sea where the old and most fashionable homes are still to be found. In Charleston harbor, directly opposite the city, stands Fort Sumter, the waves washing its rocky base, while ancient portholes look grimly out upon the sea. One thrills in remembrance of the first shot fired, thirty-nine years ago. To the left going out lies Sullivan's Island, Fort Moultrie, and still further out the Isle of Palms, the famous sea resort of the Charlestonians.

The South Carolina Kindergarten Association gave a charming reception to the visiting kindergartners on the College of Charleston campus on one afternoon. Beautiful old elms, which we so instinctively associate with all ancient halls of learning, were here in evidence, and a delightful sea breeze combined with their shade to make the afternoon perfect. The light refreshments served included tea from Dr. Shepard's tea farm, Summer-ville. Excellent music from the First Artillery band, conducted by Professor Kaltzsch, charmed the ear and enforced rhythmic motion.

Between intellectual feasts the teachers did ample justice to the sight-seeing, and returned to their homes relaxed, refreshed, and equipped with a new vision of life, saying: "Long live the city of geniality and flowers."

ITEMS OF INTEREST TO KINDERGARTNERS TAKEN FROM OTHER DEPARTMENT MEETINGS OF THE N. E. A.

A special afternoon was given to a parents' meeting, which was well attended by kindergartners, mothers, fathers, and teachers. The program was opened by remarks and the singing of some children's songs by Miss Mari Hofer, followed by a paper by Mme. Kraus-Boelte.

Mrs. Theodore Birney, president of the National Congress of Mothers, was present, and gave a few of the reasons for the being

of the latter organization. Chief of these, the responsibility of parenthood, and the necessity of reënforcing the work of the school by the home. Colonel Parker paid tribute to Mme. Kraus-Boelte as the first kindergartner in America. He said his school was a good school only as it helped the home. Mrs. Washburne spoke of the evolution of education.

Miss Sara Whalen, of the department for the Blind, University of Utah, Ogden, gave an able and instructive paper on

"ETHICS IN CHILD CULTURE."

She said:

"Parents must learn to surrender their pleasures for the welfare, not the whims, of the child. He is entitled to his ethical rights as he is entitled to his physical. . . .

"When children enter the schoolroom the teacher is confronted by three problems. She must eradicate bad habits, implant good ones, and train mentally at the same time. Parents should not misjudge the teacher when she is busy with her three-fold task."

Miss Bonnie E. Snow, supervisor of drawing in the Minneapolis public schools, gave an excellent talk before the Art Department on the

"RELATIVE VALUE OF BRUSH AND PENCIL."

"With little children," she said, "the brush would seem to be the better tool, because it is large, and invites the action of the larger muscles in bold sweeps and strokes. Children think in mass, they see in mass, they should express in mass."

The delight of the children in colors, and its influence on their attitude toward all their work, she cited as evidence of its educational value.

"The question should be, not the brush versus the pencil as a means of expression, nor even in what grades should the brush be used, but rather, under what circumstances should the brush be used, and what conditions seem most to suggest the pencil as a medium?"

The fact that a lesson in color is also a drawing lesson should never be forgotten.

She said that the intense interest of the child in his work seemed to quicken his perceptions, and she reminded her hearers of the accurate, simple, and refined drawing of the Japanese with whom "the brush is the almost universal medium, because of its quick and sympathetic response to artistic emotion."

"The truest and most artistic drawing can be done with the brush if the training of teacher and pupil be such as to lead to these results.

"However, the pencil will always be the most simple and practical instrument of expression at the command of the majority of our people. The carpenter must know how to sketch rapidly and accurately his working drawing upon a pine board. The illustrator must be able to fill his notebook with pencil sketches, which will stand him in good stead when he is away from scenes and objects of interest. The designer of artistic costumes must be able to sketch with a pencil his idea of the new creations in millinery or drapery, and so thruout the artistic and industrial world the pencil is the medium most frequently employed, and its possibilities should be understood by those who intend to employ the hand as a factor in the expression of ideas."

Miss Snow's paper aroused a lively discussion among those present.

J. Madison Stone, supervisor of drawing in the public schools of Worcester, Mass., also delivered an interesting address to this department on "The Relation of Nature Study to Drawing in the Public Schools." Points made were, "that drawing combined with nature study has the twofold advantage of helping the child to record facts as well as training the pictorial sense." A significant relation of the two studies was shown in connection with design; for the pupil is taught to go to nature for all his material, and also that every design has a purpose in making common things beautiful. An education of the color sense is another result of these studies, which means a truer enjoyment of life.

"While drawing should be correlated with every branch of study, it should be especially linked with nature study, since the inter-relation helps to secure accurate observation of all nature, technical skill, an increased appreciation of beautiful things, a discrimination between the ugly and the beautiful, and an awakening of the child's higher spiritual powers."

Dr. H. B. Frissell, principal of the Hampton Industrial School, gave a most valuable address before the Department of Indian Education, sustaining the view of so many of our most experienced workers among these people, that the Reservation must go and the Indian be trained to be a tiller of the soil. His address included a statement of the Indian's view of the white man, which, while not a flattering, is at least not an unnatural one; he gave a survey of what had been gained in the past, and

gave suggestions for our future dealings with them. He closed with some words of compliment for the excellent management of Miss Reel, general superintendent of Indian schools.

The very interesting and suggestive paper by Miss Mari Hofer was given at a later date than that named in the program. We will give it to our readers next month.

MISS BRAHMA'S TEA.

'T WAS in the coach-house hayloft
Miss Brahma gave a tea;
And up and down the ladder
Went hens of high degree.
The Dorkings and Miss Shanghai,
And Madam Plymouth Rock
(A daughter of Colonial Roosts—
And best New England stock.)
The gay young hens hopped nimbly,
But older ones, and fat,
Preferred to pause when half-way up,
To catch their breath and chat.
A sharp-eyed little Pullet,
With a quill behind her ear,
Was there as a reporter
For "The Hen-house Gazetteer."
But tho she looked most knowing
When down at last she flew,
Disdaining ladder-rungs in haste
To write up all she knew,
She would not tell me anything
Of what they had to drink
Or eat, or what the gossips said—
'Twas mean of her I think!
But all the livelong afternoon
Some great attraction drew
Such numbers to Miss Brahma's tea:
I wonder what—don't you?

—*Mary White in the Outlook.*

A KINDERGARTEN IN A TENT.*

THE rather novel experiment of a camp kindergarten was tried this last summer by some young ladies in Evanston, Ill. The good people of that suburb, following the example of their Oak Park friends, instituted a Camp Good Will, and during five weeks entertained six hundred women and children from the crowded districts of Chicago. The tents were pitched in a grove on the lake shore, so that bathing, boating, wading, and playing in the sand were among the chief attractions. There were twenty living tents and a general assembly tent, besides those for kitchen and dining rooms. These accommodated about one hundred women and children, who came every Wednesday for a week of fresh air and sunshine. The camp was provided for by the Evanston churches, each one taking charge for a few days. During their time of service the people of the church acted as hosts and provided food for mind as well as body. Mothers' meetings were held every day, in which practical subjects were talked over in a friendly manner; and in order that the women might be free to attend these meetings, someone was needed to look after the children and keep them happy. Thus arose the need for a kindergarten, and Miss Leonice Kimball, of the Chicago Froebel Association, was appointed to organize one.

As all the kindergartners in Evanston wanted to have a hand in the undertaking there was no lack of helpers; and to the credit of the profession, be it said, every young lady who was asked to help consented gladly, with the exception of those who were prevented by illness or absence from town. As each set of campers remained one week only, the kindergarten was conducted by a different set of young ladies each week. One was appointed director and the others her assistants, the number of the latter varying from two to six.

Permission was granted by the Evanston school board to take from one of the public school kindergartens such material as could be returned uninjured. Chairs, tables, blocks, second gift beads, bean bags, balls, paints, scissors, pans, and shovels were borrowed; folding papers, bubble pipes, clay, sewing cards, colored worsted, needles, paste, charcoal, and drawing paper were donated, together with magazines and picture papers. Excepting the chairs and tables, all the material was kept in a trunk, the key of which was carried by the director during her week, and at its close passed on to her successor. There was a piano in the

*Unavoidably condensed by the editor.

assembly tent, so the latter was used as a place of rendezvous, and on rainy days proved a very comfortable kindergarten room; but as a general thing morning circle, games, and occupation work were all conducted in the open air.

Each child had two hours' kindergarten training for five days only. How was that short time to be used to his best advantage? "Plenty of nature work," says one. Of course; and it lay close at hand. Grasshoppers, ants, and spiders came to kindergarten as regularly as did the children, and before long the horrified exclamation of, "Oh, there's a nasty bug! Let's kill it," gave way to such remarks as: "Say, teacher, there's a bug on your dress; is it a lady bug or a cricket?" In the bird world the gulls, sand swallows, robins, blue jays, woodpeckers, bobolinks, and meadow-larks became friends, and one group of children was so fortunate as to discover a lark's nest with four eggs in it. Several weeks later another group found the same nest, quite by chance, with four tiny birds in it this time. Bird and insect stories and songs suggested themselves, and many were proposed by the children. Never were squirrel games enjoyed more heartily than those under the trees, where real squirrels whisked about and scolded. Flowers were brought to the camp in great numbers. Flower stories followed with making of clover wreaths, flower and leaf chains, and tiny brooms made of long grasses. Windy days brought kite making, soap bubbles, and pinwheels. As for the sand, it would be hard to mention anything the children did not make in it. From the tiny two-year-olds, who were content to sift it thru their fingers, to the bigger ones who laid out parks and gardens, built court and lighthouses, or played bakery with elaborately formed cakes and pies; one and all played to their heart's content in this "children's gold."

One day each week was devoted to a special excursion, when all the children, sometimes as many as seventy-five, were bundled into a big omnibus, loaned for the occasion by a kind-hearted livery man, and taken to visit the fire station. The horses were called out and drilled as for a fire, the mysteries of the engine explained, and the daring feat of sliding down the pole attempted by the largest boys. The firemen, evidently glad of having something to relieve the monotony of their days, were pleased to have the children come, and exerted themselves to entertain them, sliding down the pole with children in their arms, answering questions and letting the children climb over the wagons to their utmost delight.

The ages of the children ranged from two to fifteen. All who cared to come were welcomed, and one of the most pleasing as well as most pathetic sights was to see the big boys and girls joining with the babies in the simple games. At first some of the older ones held back, anxious to join in the fun, but feeling, as one boy expressed it, "Oh, kindergartens is only for de kids."

But when assured that this was different, and that all might come who would, they came in eagerly, and even boasted afterward of belonging to the kindergarten. Several grade teachers offered their services and proved themselves invaluable in dealing with these older ones.

As the children were to be together for so short a time, it was deemed unwise to try to carry out any consecutive line of thought. So the one idea taken as a point of departure was "to make the children have the best possible time in the best possible way."

It often happened that one or more of the mothers would join in with the children, sometimes for the sake of learning the games, and again, as one woman said, "just to play that I am a little girl again."

Miss Katherine Beebe talked at one or two of the mothers' meetings on simple amusements for little children. She showed how a scrapbook could be made out of wrapping paper and pictures cut from newspapers; how to make a potato baby and a handkerchief rabbit. She showed finger plays and sense games, and told some of the standard fairy tales.

And what did it all amount to? Many of the constituents of a well-regulated kindergarten were totally lacking. The children came or not as they pleased, but they generally pleased. Some did not stay thru the whole session, as the older ones were often called away to take care of babies, and the little ones to have their baths. Some came in for the games alone, while others came only for the occupations. The chairs and tables were not used after the first week, as the weather was dry enough to allow the children to sit on the ground. Sometimes there was a morning circle and sometimes there was not. Often the plan for an entire morning had to be changed on account of the weather. But in spite of all this, tho the form and material were often wanting, there was no lack of the real kindergarten spirit of love and mutual helpfulness. To kindergartners whose previous experience had been confined to four walls it offered a chance for novel experiments, and to those accustomed only to children of kindergarten age, the presence of the older ones offered a field in which kindergarten principles could be applied on a broader scale. One pleasant feature lay in the fact that the kindergartners came from so many different training schools, and working together, proved so mutually helpful. The director for the first week was Miss Kimball, of Chicago Froebel Association; for the second, Miss Anna Murray, of the Chicago Kindergarten College; for the third, Miss May Hartwell, of the Chicago Froebel Association; for the fourth, Miss Charlotte Halsey, of the Galesburg Kindergarten Normal; and for the fifth, Miss Mary Howell, of the Chicago Normal School. The young ladies agreed that the days spent at the camp were among the happiest of the summer.

As for the children themselves, who shall say what it did for them? The increase in healthfulness, the talks with the mothers, the suggestions of simple occupations, the eager questioning concerning new forms of life—may not these bear lasting, tho unseen, results? As for the broadening effect upon the children's minds, one could not look into those eager faces without feeling that birds, squirrels, flowers and children really belong to each other; and happy is the woman, be she kindergartner or not, who helps these little ones to unlock the gates into their own paradise.

THE CAMEL AND THE ELEPHANT

B. J.

THE camel grew very tired
Of carrying on his back
A part of his extra provisions,—
They made a heavy pack.

So he wrote to the friendly elephant,
Who owned a trunk (he was told),
To borrow or buy if 'twere possible
That it could be loaned or sold.

The elephant answered politely:
"I'm sorry I must say 'no,'
But I am obliged to take my trunk
Wherever I wish to go.

"It really is not transferable;
I regret that I must decline,
But I have to pack and unpack that trunk
Whenever I wish to dine.

"I carry in it my spoon and fork,
My drinking cup as well,
And my hose for taking a shower-bath,
So I cannot lend or sell."

So the camel continues to carry
His load upon his back,
And good-naturedly carries for man, as well,
Full many and many a pack.

INTERNATIONAL CONVENTION OF THE NATIONAL
CASH REGISTER COMPANY OF DAYTON, OHIO.
A MANUFACTURING ESTABLISHMENT CON-
DUCTED ACCORDING TO THE LAW OF
SELF-ACTIVITY.

THE annual convention of the National Cash Register Company of Dayton was held in that city July 2-7. In our issue of February, 1900, Mr. Horace Fletcher describes this interesting outpost of the army of industrial progress under the title of an "Industrial Symphony." We will therefore confine ourselves to outlining the conspicuous features which distinguished the program of this unique convention at which so many guests were so generously entertained.

The factory is open to visitors at any time, and under competent guidance. In order to see it all we must needs go thru on schedule time, so many minutes in this department, so many in that, the inexorable whistle of our genial guide calling together his straying group when the time limit was up. Proceeding in this way, three hours enabled us to see one-third of the place, and grateful indeed were the ladies of the party for the rolling chairs which were provided for their comfort. The tour is one to be remembered. To one optimistically inclined, it is a delight to see how quite possible it is to conduct manufacturing under sweet, clean, wholesome conditions. Boxes placed at intervals hold the scraps of waste material, and numerous sinks enable the workers to quench their thirst or refresh face and hands with either hot or cold water. Numerous placards bearing words of sound business advice, or some inspirational message from great thinkers, are suspended here and there, subject to frequent change, while light and air are admitted in plenty thru the many large windows. It being a gala occasion flags of all nations decorated the buildings inside and out, and as a surprise to the officers the employés of different departments had arranged on small tables ingenious and often beautiful designs, composed of the screws, rivets, indicators and other products of their machines; the thought thus expressed was characteristic alike of the spirit of good-will

and of self-activity which dominates the business. It reminded the kindergartner of days at table with little folk.

The girls employed arrive some minutes later and leave somewhat earlier than the men, thus being assured of a seat in a car on the way to and from their day's labor. They have an hour and twenty minutes for lunch, which is eaten at small tables, thus enabling congenial natures to come together for a restful meal. Two hot dishes are furnished by the company, the girls completing the menu from their own lunch boxes. A pretty rest room invites to repose, and also affords a few simple remedies in case an emergency should arise.

The immediate surroundings of the factory are grassy lawns with tasteful shrubbery laid out under the supervision of Mr. Olmsted of World's Fair fame. The windows of the different buildings frame in lovely views of an undulating country, which are worthy an artist's brush. Prizes are given semi-annually to the resident of the neighborhood, employé or otherwise, who presents the most pleasing grounds, window boxes, best kept yards, etc.

The business sessions were held in a charming grove of stately trees that crowned a noble eminence of many acres, and known as Far Hills. Twenty-eight tents had been erected here, the largest having a seating capacity of five thousand; this was the auditorium, and here these energetic business men, some three hundred in number, discussed the national cash registers, their deficiencies and the possible overcoming of the same, as if the responsibility of the concern's success depended on the active coöperation of each one, as it surely does. It is this kind of coöperation which distinguishes the N. C. R. from many other companies. It is one thing to share profits with one's employés; it is quite another thing to share with *all* the pleasure, zest, and uplift that comes from a consciousness of a self-active interest in one's daily occupation. To stimulate this self-activity large sums are given semi-annually, in the form of awards, to those making feasible suggestions affecting any department either as to machinery or method.

On July 6 fifty prizes were thus awarded, amounting to \$690 in all, several women being among the recipients. Mr. M. N. Jacobs, who won the second prize of \$40 for the best sales within a given time, responded in a clever speech, and then presented

the gold pieces to the kindergarten department of the N. C. R. House of Usefulness, as an evidence of the regard in which its work is held by the Pittsburg organization. Miss Harvey, the resident deaconess, accepted in a ready speech.

Mr. J. H. Morley then presented to the same cause \$65 on behalf of the Philadelphia agency, and all amidst the warmest enthusiasm of the onlookers.

If a worker of any department, however mechanical, has a desire to improve and advance himself, every encouragement is given. A good library, which is affiliated with the city library, is one means to this end, while numerous clubs and associations play an important part in this educative work. The N. C. R. House of Usefulness is a social settlement for the neighborhood, with Miss Harvey for its competent head resident. A kindergarten did form one of its features, but that has been dropped since the city of Dayton has included the kindergarten in its school system, and the N. C. R. company believe that private persons should not encroach on the duties of the state. In another building, however, more remote from the city, is a charming model home where reside three kindergartners, and which contains a well-equipped kindergarten room.

At one of the business sessions Mr. J. H. Patterson gave an object lesson to illustrate the direct connection between the kindergarten and the factory. He displayed a large piece of cardboard symmetrically cut, and a few folds turned it into a chair. Then he took up a piece of tin similarly cut and showed the chair in more substantial material. Next he exhibited a portion of a register which at one time required several occupations in the making of several different parts, but was now made of one piece, cut, punched, and bent much on the principle of the kindergarten work. He thus endeavored to prove to practical business men that the kindergarten training, while not at all technical, had a direct bearing on the future capacity of the child who might some day have to do with machinery. After 1915 the company will demand that all new applicants for employment shall have had, in childhood, a kindergarten training. Its present demand that its office employes shall be high school graduates has affected directly the Dayton High School, as shown by the decided increase in the number of its students.

Independence Day dawned clear and cool, and a full after-

noon's program was successfully carried out. Dancing and music by two fine bands were the first numbers, and then came an entertainment by different clubs of the Advance Department, the Girls' Club, the Little Housekeepers, and the kindergarten children each giving an exhibition of exceptionally fine drilling. The feature of the afternoon, however, was the eloquent patriotic address of the Hon. John Barrett, of Washington, D. C., sometime minister to Siam. A telegram was also read from President McKinley.

Daylight fireworks, music, etc., followed, and then came the picnic supper furnished by the company for the agents, their wives and out-of-town guests. Coffee was furnished to all comers. Supper concluded, different groups of merry people sauntered in and out among the straight-shafted trees, some brilliant with Japanese lanterns. Gradually the groups turned toward the large tent which readily seated all. What an audience that was, with its enthusiasm, its hearty good-will, its unity in diversity as evidenced by the flags of all nations that fluttered beneath its broad canvas roof. Upon one side of a large double sheet were now thrown successively the words of different national songs, Russian and English "Dixie," "Star Spangled Banner," etc., while upon the other half were thrown colored pictures illustrative of the text. The French, German, Dutch and Swedish songs were rendered by the fine chorus of three hundred factory girls. It was thrilling to be one of that assemblage of blue or pink shirted men (unconscious leaders of fashion, as it now turns out), who in most democratic fashion joined in voicing each other's love of country. At the close of each foreign hymn nothing would do but its representative must make response. So the English agent must needs don his overcoat, mount a chair (his wife upon another), and say a few fitting words. Then the French agent and madame must acknowledge the singing of the "Marseillais"—and the Swede and the native of Holland must follow. And so, amid the frantic waving of flags, American for Americans, foreign for foreigners, the "Star Spangled Banner" was thundered out, and then the vast tent gradually emptied. It seemed indeed like a foreshadowing of that longed-for "Parliament of Man, the Federation of the World." Out-of-door fireworks, music, and dancing followed, and the day was over.

Several receptions formed another feature of the week's pro-

gram. One evening Mr. J. H. Patterson entertained the guests, and Mrs. Theobald was hostess Thursday afternoon, while in the evening of Thursday all assembled at a lawn party given by Mr. and Mrs. F. J. Patterson at the quaint old homestead on the hillside, their summer home. It overlooks the distant factory buildings which gleamed far below like fairy palaces of crystal, illuminated as they were thruout. Japanese lanterns added their charm to the mystery of the evening. After the usual social preliminaries all congregated to listen to an illustrative talk by the president on window dressing and advertising, and again we were surprised and pleased to see how educative such an apparently dull topic can be made when handled by a well-equipped teacher. In his addresses Mr. Patterson alternates several pictures with a slide bearing appropriate words of sound wisdom or uplift from thoughtful writers, and thus reënforces his own ideas by those of other authorities. Light refreshments were followed by "dancing on the green," and then all feet tripped toward the cars, and so to rest.

Among the twenty-eight tents which dotted the hillside were resting tents for men and women respectively, and one also for children, the two latter fitted out daintily with white enameled bureaus, couches, cots, rocking-chairs, etc., with an attendant in each to care for weary visitor or sleepy infant. One large tent was handsomely furnished with tables, couch, etc., as a background for exhibiting the work of the clubs under the charge of Mrs. Emerson, who instructs in domestic economy, sewing, hat-making, trimming, embroidery, cooking, etc. The embroidery shown was all made by the girls in spare moments, and was very beautiful. This winter it is planned to give the men some instruction in domestic economy, they are so often caterers for their families.

On Friday evening the picnic supper, music, etc., were followed by an address on "The Past, Present, and Future of Our Company," given in a natural open-air amphitheater, by Pres. J. H. Patterson. Colored lantern photographs illustrated the lecture, which was an excellent object lesson, illustrating as it did the evolution of a coöperative business. President Patterson did not, however, confine himself strictly to his subject, but brought to untraveled people glimpses of wonderful countries beyond the sea, making one realize that in a certain sense it is possible to bring the mountain to Mohammed. The evening closed with a

cotillion for members of the N. C. R. dancing class, led by Mr. Alex. M. Hadden, a society leader of New York city. It was truly a lovely sight the large tent presented, especially toward the close, when happy, wholesome-faced girls in dainty dimities, and gay with many favors, danced gracefully thru the figures, tangled for the moment in the wreathing colored paper that caught them on the fly.

Saturday morning was marked by a parade of all connected directly with the company, including the making, recording, and selling force. Three thousand were in the line of march, which was a mile and a half long.

After the N. C. R. band came the officers and foreign delegates, then the agents and their wives, and then the rank and file. Different departments were distinguished by the banners carried or the costumes worn. The 274 girls of the indicator, bindery, typewriting, and lock and drill departments carried respectively red, white, blue, and yellow parasols, which were most beautiful against the background of green meadow grass.

And so this notable procession wound around gentle slopes, across the green meadow and up toward the distant Far Hills to the music of several excellent bands, presenting a picture of life, color, and good-feeling that certainly symbolized "excelsior." "If the passage thru life is largely uphill work, let us provide each other with color and music, and march shoulder to shoulder in cheerful comradeship," seemed the morning's message.

When all were seated in the auditorium tent the president and others made short addresses, and then, after luncheon, the agents and officers gathered to witness the unveiling of a tablet placed on the Administration building by the agents and employes in commemoration of the convention.

Then a tour of the factory was made, and one by one the men and women, dropping their work in the enthusiasm of the moment, laughing, cheering, singing, joined the procession, and so, from floor to floor, till they emerged on the streets and grounds, waving flags, hats, and handkerchiefs in mad abandon; and thus amid impromptu speech-making, yelling, cheering and wild excitement, the week's carnival came to an end.

We cannot do better than close our report by quoting the last words of Mr. Patterson, which express in a nutshell the spirit of the organization, and will show reason, if such be necessary, why

a convention of the N. C. R. Company should be given place in a kindergarten magazine. So soon as the spirit of the kindergarten, which makes for freedom, power, good cheer, and mutual helpfulness, permeates all organizations of labor and capital, so soon and no sooner are we a true republic. Mr. Patterson said:

"Remember as you go abroad that we are one united family, a family that delights to call itself one, and that each shares in the common benefits and honors of the whole family. Each enjoys the success of every other one, because we are all united. The company can extend its influence thruout the world just in proportion as your individual efforts assist it to do so. Your friends know the company as they know you, as they observe what you say, what you think, how you act. Into your hands we put the company's reputation. We are not afraid to do this; we are glad to do it because you have done so nobly. And now just one word more—just one sentence; I am going to put it in one sentence: the curtain now rolls down on this convention; the good it will do will roll on forever!"

TALK happiness. The world is sad enough
Without your woes. No path is wholly rough;
Look for the places that are smooth and clear
And speak of those to rest the weary ear
Of earth, so hurt by one continuous strain
Of human discontent, and grief, and pain.

Talk faith. The world is better off without
Your uttered ignorance and morbid doubt.
If you have faith in God, or man, or self,
Say so; if not, push back upon the shelf
Of silence all your thoughts till faith shall come.
No one will grieve because your lips are dumb.

—*Ella Wheeler Wilcox.*

ILLINOIS MOTHERS' CONGRESS.*

ELLEN LEE WYMAN.

“**O**PPORTUNITY makes the man,” and it makes the event as well if it is seized and improved. As an example is the meeting leading to the organization of the Illinois Mothers' Congress in Evanston, the last week in May.

Mrs. Roger McMullen was the woman who, with clear foresight and devoted zeal, realized her opportunity in the high tide occurring between the great meeting of the National Congress of Mothers in Des Moines and the greater meeting of the General Federation of Woman's Clubs in Milwaukee, to launch an enterprise dear to the hearts and important to the work of the mothers of this state. As an officer of the National Congress of Mothers she had pledged herself to organize an Illinois congress as soon as the National meeting should be held in the West.

Pursuant with this, and with the cordial support of the Evanston Woman's Club, a call to over five thousand women was sent thruout the State of Illinois, inviting all men and women interested in child-work—parents, teachers and educators—to assemble for the purpose of counsel and organization.

A program of unusual attraction and interest continuing thru five sessions was arranged. Committees of reception, entertainment, and management were formed, representing all organized women's work in Evanston. The place of meeting was the Emmanuel M. E. Church, which was beautifully decorated with palms and plants for the occasion.

The first meeting was held on the evening of Monday, May 28, Mrs. Roger B. McMullen presiding. Prayer was offered by the pastor of the church, Dr. W. O. Shepard. The address of welcome was given by Mrs. Richard H. Wyman, president of the Evanston Woman's Club, and the response was made by Mrs. Andrew McLeish, president of the Illinois Child-study Society.

Then followed the address of the evening, an able and interesting talk by Bishop John H. Vincent, on “The Religious Training of Boys.” He said in part: “The religious training of boys must begin in the home. Home has the first opportunity thru the confidence of children in parents, in the mutual affection between children and parents, to illustrate what it teaches. It is a continuous opportunity for thirty days in the month, three hundred and sixty-five days in the year, to apply and illustrate principles and exercise authority. The violation of the parental law

*Unavoidably condensed by the editor.

should be followed by a penalty, with love in the law and love in the penalty. Use patience, fidelity, and perseverance until he finds out that fire burns, and that it is not the thing to do what parents say he must not do.

"There can be no religious training of boys without the understanding that they are intelligent and responsible units, and that it is their business intelligently to obey. It is a great thing to bring a child to discover the reality of the moral sense, to know the *ought and the ought not*. What we want is a religion for today, a religion which gives to people heaven *now* and *here*, so that every day, in a sense, is a judgment day. We are each day making destiny, reaping results. It is a bad thing to look too far ahead for the best things of goodness, or the evil things of sin.

"The period between twelve and fourteen in a boy's life is one of vast importance and great peril; it is well worth while to watch him and to prepare him for it with such care that his whole future life may be dominated by it. The Bible should be taught in the home. It should be taught not only for its spiritual truths and influence, but for its literary value. Ruskin said that he owed more of his literary power to his knowledge of the Bible than to anything else. Lead a child to give you his confidence, and give him yours, talking over all things freely."

A vivid picture of the old New England home was given and of the new New England home, with a plea for its atmosphere and flavor, a plea that in our newer homes we strive for and work toward a spirit of thrift and work, of reverence, restfulness, and culture.

Tuesday the congress with its three crowded sessions was auspicious and gratifying. The meetings were enlivened by organ solos and by beautifully rendered violin solos by Mrs. Herbert Y. McMullen.

The morning session was presided over by Mrs. John Sherman ex-president of the Chicago Woman's Club. The first address was by Mrs. Theodore Birney, president of the National Congress of Mothers, on "The Benefits to be Derived from Organized Motherhood." Some of the ideas expressed were:

"There are innumerable beautiful services which actively inclined women may render humanity without entering upon many of the vocations which at present seem so alluring to them. They can make their home a charmed place, where the weary are refreshed and the discouraged are inspired to fresh effort; the literary find congenial companionship, the philanthropic cooperation, educators inspiration; where teachers may meet the parents of the children committed to their care, and where mothers' clubs may grow and thrive. Such a home is one of God's gardens, for in it, in one phase or another, are the sowing and harvesting of all that makes righteousness.

"Mother love and mother care are needed in all the world to-

day, for the state is but a home on a larger scale, and it has been long a motherless one. In the best administration of the home both father and mother are needed, and surely for the best legislation for neglected and dependent children the earnest thought and effort of both men and women are needed to attain what will be most beneficial. Year after year, generation after generation, men and women have gained from experience knowledge which should be of untold value to those just entering upon the duties of home and parenthood. Yet all this fund of helpful experience is wasted, for each father and mother begin without any other equipment than love. They trust to instinct to know what is best, often entirely self-satisfied, confident in their ability to do for their children better than anyone can tell them. Is it any wonder that children grow up handicapped morally and physically?"

Mrs. Birney was followed by Mrs. Frederic Schoff, president of the Pennsylvania Congress of Mothers. Her subject was: "Aims and Purposes of the Congress." It was full and interesting.

Mrs. Schoff said in conclusion: "As we give out to others, so is our own light and ability increased in double measure."

To sum up the aims and purposes of the congress in a few words, they are:

To raise the standards of home life. To develop wiser, better trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole state with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of law-breakers and criminals.

To use systematic, earnest effort to this end thru the formation of mothers' clubs in every public school of the state and elsewhere, the establishment of kindergartens, and of laws which will adequately care for neglected children, in the firm belief that united, concerted work for little children will pay better than any other philanthropic work that can be done.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which shall rescue, instead of confirming the child in evil ways.

To work for probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for corrections and crime.

The work of the congress is a civic work in the highest sense, and every man or woman who is interested in the aims of the congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained thru the individual homes.

Mrs. Anna J. Murray of Washington was called to the plat-

form, and spoke with eloquence for the cause of the kindergarten among her own race in the South. Her presence and appeal made an impression which will not soon be forgotten. Her last words were:

We must have the kindergarten in the South-land. We must have teachers for these kindergartens. We want to bring women who are recommended for this work to the training school at Washington, to train them and send them back to the South-land to carry this gospel of life and joy and peace. This is not alone a plea for the black race. Everybody in the South must have the kindergarten, every class of people must have it if we are ever to live there in peace and harmony.

Following this were the reports of the Evanston delegates to the National Congress of Mothers: Mrs. McMullen, Mrs. Allen and Mrs. Stanwood.

Mrs. McMullen offered one of the blossoms of her impressions received at the first congress she attended, which impression had been intensified at each succeeding meeting of the mothers. It was: "Mothers, put into your own life as much of the *ideal* as you can with the little ones living with you. Reach out in this ideal with thought and act to those needing the mother-thought and care."

Between twelve and two o'clock luncheon was served in the church parlors to the three hundred guests by the Evanston Woman's Club. The opportunity thus afforded for informal discussion and visiting was appreciated and enjoyed to the utmost.

The afternoon session, gracefully conducted by Mrs. P. L. McKinney, was devoted to the mutual interests of mothers and teachers. The subject was ably treated by Colonel Parker, Mrs. Emily Huntington Miller, and Mrs. Marion Washburne. Mrs. Putnam's absence was a disappointment; her paper will be published with the others in the official report.

Colonel Parker was warmly welcomed. His address on "What Mothers May Do to Help Teachers" was given in his own bold and original style.

He said: "My creed is 'Great faith in the possibility of human development; the infinite possibilities of human development.' I have never seen any society on earth so rich, full, sweet, and glorious in life as that which you can feel in a schoolroom where the ruling power is *love*. The great question is whether the child really grows in spiritual, mental, and physical life. Oh mothers, mothers, if you do nothing more than that give the children the kindergarten and you will do a good work. The one good test of good teaching is that the child loves what he learns, loves it with his whole heart."

Mrs. Emily Huntington Miller, with her clear incisive thought and practical applications, stands for what Goethe expressed "the eternal womanly." Her paper on "Mutual Obligations of Mother and Teacher" was full of suggestion, urging that mothers above all things should know their own children, not only in the

home but in the school, and in the intercourse with other children. She directed more attention to the mothers than to the teachers, saying that the latter were seldom neglected in the matter of good advice, and they also have the advantage of a rigid examination as to their preparation and a systematic oversight of results accomplished, two requisites which might mean loss of position to some mothers.

Mrs. Marion Foster Washburne was called for and responded in her bright, forceful manner.

The evening session was attended by a gratifying proportion of husbands and fathers. Mrs. T. P. Stanwood presided. The program consisted of addresses by three judges, men of high ability whose words were listened to with the intense attention which evinces implicit confidence.

The first subject, the "Juvenile Court of Chicago," was splendidly handled by Judge Tuttle. He gave a comprehensive review of the necessity and the history of the court, of its growth and management.

He called attention to the fact that each child and each child's conditions were studies to be followed individually and closely. That the work was one of prevention more than correction, and much of it among the youthful offenders could be better performed by women than by men. That a woman probation officer could gain confidence and exert influence far superior to any man. He pleaded for a school such as is located in Collinsville, Pa., on the Cottage plan, where the children can be placed as in homes. The statistics of one of these schools show that of the bad boys sent there ninety-three per cent have turned out good citizens, which is better than the showing from Yale or Harvard.

Judge Harvey B. Hurd was introduced as being not only the father of the law under which this court was instituted, but also as a father, grandfather, and great-grandfather in his own right. His address was full of thoughtful problems as well as rich in information. He wished to see the efforts under this law directed to the improvement of the family as well as of the child. "Try to help the family," he said; "keep the members together, not taking the child out of his own sphere any more than you can help. The idea is to help the whole mass, all the conditions of life, and boost them all along the line, instead of attempting to revolutionize everything."

Judge Charles G. Neely summed up the evidence in a masterly manner, stating that the philosophy of life is *what may be done*. He urged that the highest, brightest, sweetest, and best thought was toward *prevention*. "We are 'our brothers' keepers' in a much higher sense than we show by the fact that there are in our fair, free land over one hundred thousand men and women locked up for crime. A vast army! We must turn our attention and our money to keeping the youth of our state, and turning him in such

paths that he will not need to be caught, indicted, and convicted. We must have the *kindergarten*."

On Wednesday morning the delegates and would-be members assembled for organization. Mrs. Schoff was in the chair. A constitution and by-laws were drawn up and adopted similar to that of the National Congress of Mothers. Nominations were made and the following officers were elected: President, Mrs. Roger B. McMullen, Evanston; first vice-president, Mrs. Adlai Stevenson, Bloomington; second vice-president, Mrs. Marion Foster Washburne, Chicago; third vice-president, Mrs. Agnes C. Trilley, Aurora; recording secretary, Mrs. Helen Summers, Decatur; corresponding secretary (not filled); treasurer, Mrs. L. K. Gillson, Evanston. Board of managers: Mrs. F. L. Wean, Englewood; Mrs. F. J. Scott, Englewood; Mrs. F. S. Beadie, Princeton; Mrs. Ashton Johnson, Rockford; Mrs. Frederic Dickinson, Chicago; Mrs. Andrew McLeish, Glencoe; Mrs. Cora Stanton Brown, Bloomington; Mrs. John E. Davis, Wilmette; Mrs. Virginia B. Bash, Peoria; Mrs. Hardin Masters, Lewistown; Mrs. G. M. H. Wagner, Glen Ellyn; Mrs. P. C. Stewart, Evanston.

The crowning glory of the congress was the beautiful reception tendered it by Dr. and Mrs. P. L. McKinney at their villa on Sheridan Road. It being Memorial Day the house and grounds were decorated with the national colors everywhere, and Old Glory waved proudly over the brilliant and happy company. The reception committee consisted of a notable line of women. There were Mrs. McKinney, Mrs. Birney, the president of the National Congress, and officers from five different states, and the presidents of the representative clubs of Chicago and Evanston. A large attendance attested to the appreciation and pleasure of the occasion. Thus the members and friends of the first Illinois Mothers' Congress disbanded for a year, when, no doubt, much progress will be reported along the lines of work which they propose to undertake. A meeting of the board will be held every month.

An official report of the proceedings and of all the addresses in full of these meetings will shortly be published, and may be obtained thru any of the officers.

"BEHOLD the Holy Grail is found!—
Found in each poppy's cup of gold;
And God walks with us as of old.
Behold! the burning bush still burns
For man, whichever way he turns;
And all God's earth is holy ground."

—Joaquin Miller.

THE BROOK'S SONG.

ALICE M. BARRETT.

ABROOK started to run down hill. The little ripples took hold of hands and with a merry laugh skipped over all the pebbles that came in their way, and threw kisses to the pretty green grass that grew beside them; wherever a kiss fell there some lovely flowers grew. By and by these little ripples came to a large rock that stood in their way. "What shall we do?" said one of the ripples; another began to cry out, "Oh dear, that is too big for us to get over," but before she had a chance to finish saying anything, a third little ripple danced along and sang:

"Come, give me your hand,
There's some way around;
If we cannot jump over
We may dive underground."

As she sang she took hold of her friend's hands, and with a funny little splash away they all scampered under the rock and came out thru a large hole on the other side sputtering and laughing, then with a bound on they started again.

The stones in their path were larger than before; but the ripples still sang as they jumped over or ran around them, or found some hole underneath thru which they could work their way.

As they skipped along they touched the rough stones with their little, loving hands and helped them to become round and smooth, and in many of the sharp places tender green moss sprang up under their gentle fingers.

So the little brook danced on singing all the happy songs it knew, growing larger and stronger with every song.

At last a great wheel stood in its path. "Help me to turn," cried the wheel; "I want to be turned so that I may turn other wheels, for we are to make flour for bread so all the hungry children may be fed." "Yes, we'll help," sang the ripples all together, and with one leap they went over, turning the great wheel, splashing and dashing. They then laughed and sang more merrily than before, and the great wheel caught the music they sang and he sang it to the little wheels, and they sang it to the flour, and the flour sang it to the cook, and the cook sang it into her bread, and the bread carried the song to all the little boys and girls, and they sang it all over the world; then the great world picked it up and made music as it turned, and this is the song:

"We merrily, merrily dance all the day,
'Tho stones and tho wheels may stand in our way.
We'll sing as we dance, and we'll help in our play
To make the whole world have a happy love day."

REPORTS, NEWS ITEMS, NOTES.

The Borough of Brooklyn, New York city, has had ten kindergartens and ten play classes in connection with its summer schools. The work was carefully planned before the regular schools closed, and has proved very successful. Miss Fanniebelle Curtis is director.

The pupils of the play class and the kindergarten joined in the opening exercises, marching, and games.

Nature study formed the main subject of the summer's program, and included observation of plant and animal life and stories. In observing the plant the children noticed where it was found, whether it grew in the sun, its prominent characteristics and its use. The children were led to observe the conditions of earth, air, water, heat, and light that were necessary for growth. Excursions to the seashore gave material in shape of sand, pebbles, shells, seaweed, salt water, and marine life.

Leaf-cutting, as suggested by Miss Glidden in *Pratt Monthly* for April, formed a pleasing and educative occupation. Miss Glidden's plan is to place a leaf on paper folded in various ways and cut out, following the edgeline; the result, depending on the kind of fold, will give rosettes, borders, and many other designs, which can be further varied by the color of the paper used. She says "the work can be made more valuable for older children by letting them make a collection of leaves, using them in design, and recording on the back of the sheet the name of the tree or shrub from which the leaf came, together with the fruit.

"The next step is the designing of conventionalized leaf-forms. It is a very easy matter to modify the cutting so that it suggests the original leaf and yet something more—the thought of the designer."

Courses for the older children included woodwork, eighteen lessons, Alfred MacKay, director; Venetian iron, twelve lessons, J. T. Robinson, director; cookery, fifteen lessons; sewing, thirty lessons; art needlework, thirty lessons; millinery, including hat-making, thirty lessons, Minnie F. Hutchinson, director. The public school playgrounds were directed by Ada M. Locke. Among the circle games played were Equal Treading, On the Bridge, Looby Loo, Running Game, Here We Come over the Grass, Did You Ever See a Lassie, Skip Away, Three Deep, Number Game, Basket Ball.

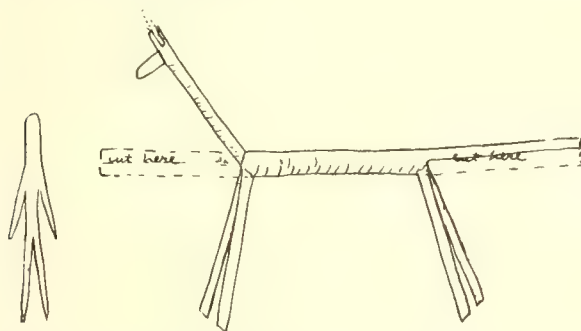
The ball games included: In my Hand a Ball I Hold, Tossing and Bouncing, Wandering Ball, Now Join Hands, Drive Ball, Duck on a Rock, Relay Race.

ON June 28 was celebrated at Blankenburg, Thuringia, the sixtieth anniversary of the founding of the first kindergarten. Among the guests was Frau Vogeler, several of whose stories have appeared in translation in the KINDERGARTEN MAGAZINE under her maiden name of Ida Seele. She was the first kindergarten in that first kindergarten, and is now a dear, alert old lady of seventy-five. She won the hearts of the visitors completely as she rehearsed the events of long past years. We quote from *Child Study*, an English quarterly:

"Here was his study, there the guest-chamber, and there again the dining-room, all on the upper story of the house; while underneath she showed us the rooms where she and other students used to sleep. She told us how the place was literally besieged with children at all hours of the day, and how Froebel never would have them sent away, but always was ready for them, however busy he might be, giving them some occupation which they could carry on alone if it were impossible for him to join them, but more often than not gathering them together in a circle in the garden, and singing and playing kindergarten games with them, to their great delight and to the sorrow of his

dog, 'Munter,' who invariably howled piteously at their approach, as if knowing that he must expect to be ignored when the children arrived. All this and much more she told us, and later drew attention to a little shed we passed, 'where,' she said, 'lived the carpenter who made the very first boxes of bricks.' We could have listened to her for hours, and longed to ask a hundred questions about that far-away time that was so real to her and is so difficult for us to realize."

The leading figures at the laying of the corner-stone were Fraulein Heerwart, Frau Vogeler, and Fraulein Alfeis, in whose home Frau Froebel had lived and died. The Froebel family was represented by Dr. Schaffner, a great nephew of his great uncle. In an inspiring address he reviewed Froebel's life-work and then sketched the plan of the Froebel Institution which is to be the head of the German I. K. U., and is to provide accommodation for the Blankenburg kindergarten, the Froebel Museum, and the library, and is also to contain a home for veteran kindergartners. He expressed appreciation of the widespread interest taken in the plan as shown by the number of letters and telegrams received, by the contributions of money, and by the presence of American and English kindergartners. Until the proposed memorial building is completed Fraulein Heerwart gives the use of the lower floor of her house for the kindergarten, museum, and library.



THIS noble steed and its rider are the product of an Indian child of South Dakota, and suggest an entire menagerie of animals that can be made by children experienced enough to be trusted with a knife. To make it, cut from a twig half an inch in diameter a piece eight inches long. Let the bark remain. From each end make a slit three inches long. Bend the two lower pieces and make a slit in each one, to form the fore and back legs. Leave the upper piece at one end untouched to form the flying tail. Bend the remaining piece at an appropriate angle to make the neck, and at the end cut and bend a small piece for the head and ears. Different proportions in length of neck, legs, tail, and body would give quite different results, and it can be readily seen will afford opportunity for comparison of proportions in different animals and for ingenuity in expressing the same.

The man was made of a small piece of twig which was first peeled of its bark. The illustration will show how it was cut.

The Prang Summer Class in drawing registered this year sixty-five teacher-students, representing fourteen different states. The ever-increasing interest in the study of the beautiful, both theoretically and practically, and the delighted response of the children to present-day methods of teaching art, give one reason to hope that when the little folk of today become the citizens of tomorrow our tumble-down tenements, makeshift pavements and glaring billboards will be consigned to a deserved oblivion. The trained will secure what the cultivated mind and eye demand. In this connection we are

pleased to announce at request of editor of *How to Grow Flowers*, that on October 10-11 a national convention will be held in Springfield, Ohio, for the purpose of organizing a national league of village improvement societies and kindred organizations. All such active organizations are entitled to send two delegates. All persons interested in the movement are urged to be present and will be given opportunity to participate in the deliberations.

Such a call will surely interest kindergartners, for who, more than they, should appreciate the influence on character and happiness of beautiful, natural surroundings, and a direct intercourse with nature. Too few kindergartens are fortunate enough to possess real gardens in which the children can work, play, and observe the growing plants, and yet a close intimacy with nature was one of Froebel's most insistent demands. The sooner public taste is so educated and trained that it will demand beautiful surroundings the sooner will come that good day when all kindergartens will have a genuine garden attachment. So we welcome this call and hope there will be a large attendance.

The Fifth Biennial of the General Federation of Women's Clubs was held in Milwaukee June 4-9, 1900. A multiplicity of topics was discussed, indeed almost too many subjects were crammed into the week's program for any one to be thoroly considered. The needs of the public schools were voiced by Mrs. E. G. McCabe from Atlanta, who represented the South; Mrs. Charles F. Flagg, of Portland, Me., who represented the East; and Mrs. Anna B. Howe, of Marshalltown, Iowa, who spoke for the West. "Coöperation between the home and school was treated by Miss Maud Summers of Chicago, under the topic "Clubs and Educational Associations," while Mrs. P. L. Sherman, of the same city, spoke on the "Coöperation in School Boards and State Officers." "Systematic Moral Instruction in the Schools" was handled by Mrs. Lydia P. Williams of Minneapolis, and Mrs. Helen Elliot of Iowa, the one dwelling on the "Necessity" of such instruction, the other on the "Training of the Will." On Friday morning, June 8, Miss Mira Floyd Dock, Harrisburg, spoke on the work of the Audubon Society, choosing as the title to her subject "The Quality of Mercy." She spoke with special reference to the bird, its value to man, and the economic reasons for sparing our feathered friends if need be at the expense of our vanity. Miss Annie W. Williams, director of public kindergartens, Philadelphia, spoke wittily and convincingly upon the need and value of vacation schools, while Miss Mary E. McDowell of the Chicago University Settlement told of the good work accomplished by the social settlement.

In June two Japanese gentlemen, Messrs. Sano and Komatsu, were the interesting guests of the Gertrude House, Chicago. Mr. Sano is professor of psychology and kindred branches in Kobi, Japan, and converses readily in English. He served as interpreter to his friend, who uttered no English word but could make his brushes speak more eloquently. When a large piece of water-color paper was hung in place, with a few deft, certain touches, flowers would bloom or creeping babies appear in most magical fashion. Mr. Komatsu would hold two brushes in his hand at once, one between Tommy Thumb and the Pointer, the other between the second and third fingers, and with a turn of the wrist would use one or the other as circumstances required. The grace of the lines, the pleasing composition, were all essentially Japanese, and the quickness and ease with which the pictures were drawn was a revelation to American students. The ancient and modern lithographs the gentlemen wished to sell were also very interesting, especially to one versed in Japanese art or tradition.

ONE of the most fruitful memories the writer carried away with her from the N. C. R. Co. convention was that of a chance conversation with one of the force who wore the company's police badge and was on guard at the entrance to the beautiful park. As the order that prevailed was excellent, his duties could not have been onerous. While I accepted the seat he offered, and awaited my car in the shade of a beautiful tree, we discussed some of the

important crises recently arisen, and I felt myself much enriched by his comments upon the Philippine and Chinese questions, and by the suggestions aroused by his thoughtful reading of Herron and other fearless writers. His loyalty to the brothers Patterson was beautiful to see. Such thought and public spirit is characteristic of these men and women. The company is not afraid to have thinkers in its ranks.

THE progressive women of Davenport, Iowa., have organized a kindergarten association whose ultimate object is the adoption of the kindergarten by the public schools. A successful kindergarten under a competent director educates public sentiment more rapidly than any other means, and these women have taken hold so thoughtfully and energetically that success is assured. The officers are: Mrs. A. C. Shaffer, president; Miss Fannie Francis, vice-president; Mrs. Albert Riepe, treasurer; Mrs. C. R. McCandless, secretary. The kindergartner will be Miss Hertha Petersen, who having studied with Miss Burrows of Davenport, became a student and was graduated from the Chicago Kindergarten Institute, and has had several years experience in teaching. All the mothers of the city have been invited to join the association.

Ruskin's First Lesson.—Mr. Ruskin, who wrote so many famous books, said that the first lesson he learned was to be obedient.

"One evening," he says, "when I was yet in my nurse's arms, I wanted to touch the tea-urn, which was boiling merrily. It was an early taste for bronzes, I suppose, but I was resolute about it. My mother bade me keep my fingers back; I insisted on putting them forward. My nurse would have taken me away from the urn, but my mother said, 'Let him touch it, nurse.'

"So I touched it, and that was my first lesson in the meaning of the word liberty. It was the first piece of liberty I got, and the last which for some time I asked."—*Youth's Companion*.

ALFRED, N. Y., had a nine weeks' kindergarten this summer, averaging twenty children. The Rev. Mr. and Mrs. Randolph, of the Seventh Day Baptist Church, invited the kindergartner, Miss Hertha Petersen, and gave the use of two of the parsonage rooms for the kindergarten. Their purpose was to so increase public interest in the kindergarten that it may eventually be adopted into the public school system. Seven members of the school board are in favor of its introduction, but here as in other towns the question of taxes is an obstacle. The summer session was supported by private subscriptions.

A FINE bust of Mrs. Louise Pollock of Washington has just been presented to her by Mrs. Mica Heidemann of that city. Mrs. Pollock has been in the kindergarten service for thirty-seven years. Her six daughters have all had kindergarten training, and three of them are professional kindergartners. Of these, Miss Susan Plessner Pollock received her training in part in Germany.

Mrs. Heidemann is the sculptor of a bust of Froebel as well. The two statues will be placed in the Washington Normal Kindergarten Institute, whose presiding genius Mrs. Pollock has been for twenty-six years.

THE different free kindergartens of Oakland, Cal., have formed a confederation under the name of the "Associated Kindergartens of Oakland." The object of this confederation is to "have a unity of action and definite support, with the hope that in time the kindergartens may be adopted by the board of education." The officers have been chosen from the different boards, and already the wisdom of coöperating has been proven by the good results attending interchange of ideas. Mrs. F. M. Smith is president.

MISS MABEL COREY, the able director of the Robert Chalmers public school kindergarten, Chicago, has accepted the post of training teacher and director in Erie, Pa., recently left vacant by the resignation of Miss Buckingham. Sunshine, spontaneity, and insight are marked characteristics of Miss Corey's kindergarten work, and we congratulate those who have secured her services. Miss Corey has been one of the assistants at the Chautauqua kindergarten this summer.

Kansas City had a six weeks' summer school, the project of some of the active club women of that city. Two hundred and fifty-four children were enrolled the first day. There were three paid and seven or eight volunteer teachers. Miss Ellen Hackett was superintendent, and was at the head of the boys manual training classes. The kindergarten work was entirely voluntary, and was in charge of trained teachers who served in three different relays.

MRS. MARY BOOMER PAGE has spent six active weeks in Chautauqua, having direction of the kindergarten in the morning and classes in methods in the afternoon. Her recreation she has taken in the balsam fragrant air of the Adirondacks. The kindergarten manual training course at Chautauqua was in charge of Miss Grace Fairbank, who has had a most successful fortnight of good work.

MISS FANNIEBELLE CURTIS has summered in the pine woods of East Northfield, Mass., exclusive of a trip to Brooklyn in July to look after the summer kindergartens and play classes there. Miss Anna Harvey and Mrs. Isabel P. Pashley assisted in this summer work. Plans are being made for extending the kindergarten work in the fall.

Columbia University was the first in the world to include in its work the training of kindergartners, and also the first to place them on the same professional footing with other students. This advanced step was taken when it included the teachers' college as one ranking academically with the schools of law, medicine, and applied science.

THE Mothers' Child-Study Club of Texarkana, Tex., includes among its subjects for October the "Danger of Over-training Children," by Mrs. J. M. Carter. The program has been so planned that during the season the mothers will become acquainted with the first six kindergarten gifts thru actual play with the same.

Mme. Kraus-Boelte has spent a part of her vacation time in Ashville, N. C. The Free Kindergarten Association of that city tendered her a charming reception, and the honored guest's address to the members and friends of the association was a delight and inspiration to all. Mrs. Craig is the president, Mrs. Collins vice-president of the association.

DR. W. T. HARRIS, United States Commissioner of Education, is now owner of the Alcott house, Concord, Mass., in which Bronson Alcott's School of Philosophy met for many years, and which was the home of the "little women" whom Louise Alcott has endeared to us all.

MRS. BERTHA HOFER HEGNER has divided her vacation weeks between the lovely farm lands of her native state of Iowa and the charms of Tower Hill, Wis., where pines whisper annually to Jenkin Lloyd Jones so many secrets of the Infinite.

THERE are employed in the public schools of Racine one hundred and nineteen teachers, of whom twelve are in the high school and fifteen are in the kindergartens.

Henry S. Curtis, whose valuable paper "Play versus the School" we present to our readers this month, is general director of play-schools, Manhattan and the Bronx, New York.

Two kindergartens are supported by the Winnipeg, Manitoba, Free Kindergarten Association. Miss J. K. Barnett is director.

MR. HARRY THISELTON MARK, a noted English educator, has been traveling in America studying moral education in the United States.

A STATUE of Lafayette, the gift of the school children of America to France, was unveiled in Paris on July 4.

MISS MARY THOMPSON of New York city will open a kindergarten in Charlotte, N. C., next fall.

BOOK NOTICES.

"Educational Aims and Methods," by Sir Joshua Fitch. Price \$1.25.

This recent volume from the Macmillan Press demands a place on the teacher's bookshelves, so much of valuable information and fruitful suggestion is found within its pages. It consists of some fifteen lectures delivered to different audiences in England or America, and many and varied are the subjects discussed. The first chapter considers what of pedagogical value the Old and New Testaments have to offer to the inquiring teacher. The results are summed up as follows:

Thus we have had before us some of the more prominent methods by which truth has been enforced and character shaped by the Bible writers. They are: (1) symbol and ritual, (2) direct injunction, (3) appeals to the intuitions of conscience, (4) iteration and reiteration, (5) proverbs, (6) biography and example, (7) story, figure and parable, (8) poetry, (9) searching questions, and lastly, (10) vision and inspiration. These methods are not all equally applicable at all times or to all learners, or to the same people at every stage in their mental and spiritual development. We may at least infer from this review of the chief characteristics of Bible teaching that the ways of access to the human conscience and understanding are many and varied, that they have not all been found out yet; that new modes of adapting former methods to meet modern needs have yet to be discovered, and that it is the duty of every good teacher to take at least a share in making such discoveries for himself.

The titles of the chapters will give some idea of the field of study covered by the writer, but will give little notion of the charm of the style and the tonic of the thought.

Several of the lectures are biographical, with the emphasis placed on the teacher's special methods and influence rather than the incidents of his life. These are Socrates, Ascham, Thring, Lancaster and Pestalozzi.

In chapter III he indicates how a knowledge of the laws of evolution will help us in guiding the child's development. How hopeful is the message of evolution will be suggested by this sentence:

Nothing has struck me more in brief conversation with all three eminent persons, than the contrast between the deep gloom and hopelessness with which Carlyle and Ruskin regarded the tendencies of our age and the cheerful hope and faith in the future which marked all Darwin's utterances.

In the chapter on "Hand-work and Head-work" an examination is made of the various meanings attached to the phrase manual training, and several very interesting schools are described which are working out the problem along different lines. "Endowments and their Influence on Education" are considered in another lecture. "Teachers' Institutes and Conventions in America" will interest school superintendent as well as the grade teacher and kindergarten. "The University Extension Movement," "Women and Universities," "The Sunday-school of the Future," and the "French Leaving Certificates" form the remaining chapters of the book.

"Kindergarten Teaching in India," is the title of a series of three little books which come to us from the far East. They are written by Mrs. Brander, inspectress of girls' schools, Northern and Central Circles, Madras, for the purpose of suggesting to the teachers in those schools materials and methods to be used in their educational work. The games, stories, and songs are all Indian, and the occidental reader will be interested in recognizing many familiar friends in a slightly different form—for instance, our chain-story of the old woman who had such difficulty in inducing her pig to get over the stile, is told in India with a crow as the first link in the series. A crow carries off a grain of paddy (a kind of rice) from a farmer's wife. She throws something at him, he drops it and it rolls into a crack in a tree. To save himself from a threat of death the crow flies for help to a woodman, whom he implores to cut down the tree; a Rajah, a Rani, a snake, stick, fire, water, ox, rope, mouse, and cat are the successive actors in the simple story. A tale related in structure

to that of the "House that Jack Built," tells of a fly who seeks someone who can tell him his name; in succession he goes to the fat, fat calf, the mother of the calf, the herdsman of the mother of the calf, and so on, till he meets the horse that eats grass. The horse thinks for a moment and then utters a whinnying sound like ee-ee-ee. The fly gratefully recognizes its name and flies off to receive the alms it had originally asked for. The famous tale of Llewellyn and his dog we find here with a mongoose and a cobra for the leading actors. The outcome of the story is the same as in the old Welsh legend.

The different stories are made the basis for the kindergarten occupation and object lessons, which are planned with special reference to the needs and environment of Indian children.

THE American Park and Outdoor Art Association was organized at Louisville, Ky., in May, 1897, "for the purpose of promoting the conservation of natural scenery, the acquirement and improvement of land for public parks and reservations, and the advancement of all outdoor art having to do with the designing and fitting of grounds for public and private use and enjoyment."

Their interesting report was accompanied by two pamphlets which should have a large circulation among school boards, owners of real estate, and indeed all who are interested in the perfectly possible transformation of our many monotonous, tasteless or ugly back yards and vacant lots into spots restful, beautiful and pleasure-giving, and this with a small outlay of cash, but a somewhat larger outlay of attention and care.

One of these pamphlets is a "Handbook for Planning and Planting Home Grounds." It is published by the Stout Manual Training School of Menomoneie, Wis., and in addition to its various sensible suggestions contains "a list of native and commonly cultivated plants that are represented in the collection upon the Stout Manual Training School grounds." The plants are classified according to family, and also to kind of soil and light needed. It is intended at that school, that "in addition to the facilities offered by the plants for nature study, the pupils may gain knowledge of the arrangement, planting, propagating, and care of plants, and of the arrangement of their home grounds, that will help to make them better citizens."

The second book has "Directions for Surveying and Arranging Home and School Grounds," by Warren H. Manning.

In "Bird Gods," written by Charles de Kay, the author endeavors to trace back the origin and meaning of the constant appearance of birds in the myths and religious beliefs of our ancestors. He believes that originally the bird itself was revered as a god, and later its honors came to be shared by the particular hero with whom its name is inseparably linked, as the owl with Minerva, the eagle with Jove. In support of his claim he brings to light many interesting facts about bird life as well as many of the curious superstitions of our carelessly observing forefathers about their winged brothers. The book is decorated rather than illustrated, and the designs will repay careful study, so pleasing are the strong, bold curving lines and the beautiful disposition of white and black. The designs are by George Wharton Edwards. Published by A. S. Barnes, N. Y.

The Nursery, a new magazine for mothers, greets us with: "Tho in Solomon's day he could say, 'of the making of books there is no end,' we certainly have the advantage of him, if advantage it be, in the continual appearance of new magazines. An excellent one greets us this month under the title of *The Nursery*. The contents of each number will include detailed directions for the treatment of the infant in health and illness, the diet, proper clothing, prevailing fashions. Each number will contain reproductions of paintings of children, questions and answers, and also a contribution from the facile and suggestive pen of N. A. Smith. Among her topics will be 'Froebel's Message,' 'Nature Study,' 'Children's Companions,' and others equally helpful." We bespeak a welcome to the newcomer.

"Picture Study in Elementary Schools," by L. L. W. Wilson. Published by Macmillan. This little set comprises two manuals for the teacher and two for the pupil; number one for use in primary, number two in grammar grades. The excellent reproductions of famous pictures which are found in the teachers' are duplicated in the children's edition, but those in the former are accompanied by descriptive criticisms from competent judges; a brief outline of the artist's life, a bibliography and suggestive questions to aid the teacher in awakening the child's joy in and appreciation of good art. The child's copy contains no prose commentary, but opposite each picture is a choice poetic extract. The pictures are arranged in groups of four, appropriate to each school month.

Price, teacher's copy, 90c. each; pupil's copy, 30c. each.

THE "First Book of Birds," by Olive Thorne Miller, published by Houghton, Mifflin & Co. Price \$1. School edition 60c. net.

This little book is written for children, but older folk will read it with pleasure and profit. It is safe to say that anyone to whom it is a first book in bird study will not permit it to be the last. The birds' home, habits, food, language, affections, intelligence and structure are described in simple anecdotal style, which will awaken in the child an active interest in birds of all feathers. The final chapter tells "How he works for us," "How to attract him to our homes," and "How to study him." Eight colored and twelve plain plates, and other pictures, illustrate the book.

"Sewing Without a Needle," by Mme. Kraus. Published by Steiger & Co. Price 75c.

This is a new occupation which is adapted for the older kindergarten children, or would make an interesting home employment. It involves education in color, surface forms, and hand training. The materials used are checked cardboard (1-in checks), scissors and colored worsted, tape or twine. The book contains many designs, and is made with a pocket for holding materials.

School Music is a monthly magazine of supplementary matter relative to music teaching and the new education. 15c. a copy; \$1 a year. Published by the School Music Co., Indianapolis. Edited by Miss Helen Place, supervisor of music in the public schools of Indianapolis.

Since kindergartners are already so well supplied with special material it is planned with special reference to the needs of the grades between the second and the sixth inclusive.

Do not fail to read "A Synthesis of Herbart and Froebel," by James Welton, and "Munsterberg on the New Education," by Joseph Lee, both of which appear in the *Educational Review* for September. The latter is a reply to Munsterberg's article on "School Reform" which appeared in the *Atlantic* for May.

RAND & McNALLY have just issued a timely publication in shape of an atlas of China. It contains several detailed maps clearly printed, besides much illustrated descriptive matter, and a concise, dispassionate review of the history, government, industries, etc., of the people of the Celestial Empire.

"Practical Art Among Club Women," by Adelaide S. Hall, in the *Chautauquan* for September, is another article valuable to our profession.

Kindergarten

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KINDERGARTEN MAGAZINE

Vol. XIII.—OCTOBER, 1900.—No. 2.

NEW SERIES.

PARIS EDUCATIONAL CONGRESS.

AMALIE HOFER.

ON the 30th of July, 1900, the great Vienna-Paris express carried hundreds of delegates westward across Europe to the August congresses to be held in connection with the Paris Exposition. There was one party of thirty Austrian, Hungarian, and Bohemia physicians hurrying on to attend the great Medical Congress. The first and only woman physician in Bosnia was our neighbor in the carriage; she told us Oriental tales of her work with the Turkish women. The only delegate to the Educational Congress had to prove her United States nationality by telling of the life of women and children in the Occident. We reached Paris at sunset and crossed the tangled mesh of boulevards and streets to our abiding place near the great *Arc de Triomphe*, which rises majestically in the center of the Place of Labor.

A general reconnoiter of the Exposition early the next morning brought us to the *Palais des Congrès*, in which were the exhibits of the social sciences and social economies. Distinguished and learned looking men were hurrying up the broad stairway. We followed to find the congress of Public Reform and Private Philanthropy in session, the various working groups considering such questions as the following:

The Protection of Children against Vagabondage and Mendicancy; Neglected and Abandoned Children; The Care of Half-orphans of School Age; Hygienic Care and Protection of earliest Infancy, etc. The men were in the majority, being sent out by the various European governments as official representatives.

A familiar voice took up the discussion, and in spite of the French speech and the weighty subject, I recognized Michael Heymann of New Orleans. Mr. Heymann represented the New

Orleans Charity Work and the Prison Reform Association, and took an active part in this congress, contributing an able report on the Protection of Children in New Orleans. In this memoir the name of *Froebel* and the word *kindergarten* appeared, and I may safely say that Mr. Heymann was the only member of this dignified congress who pleaded for the children from the standpoint of the new educational movement, so conspicuous in our country.

Our next visit was to the headquarters of the American Commission at No. 20, Avenue Rapp. Here we found mail and a welcome in Uncle Sam's English, and met Mr. Rogers of Rochester, who for many months had been a citizen of Paris, installing the splendid educational exhibit of the United States. More of this exhibit later.

The International Congress of Elementary Education was held in the Sorbonne, the central building of the Paris University, from August 2 to 5. On the morning of organization a crowding mass of men and women teachers secured their official cards of admission, and were directed to various halls where the section work was to be done. The general secretary, M. Trautner, displayed vast forbearance during these preliminaries, as was required by the excitability of his countrymen and countrywomen. I had been impressed upon reading the rules by which the congress was to be governed, that they were unnecessarily severe and military, but I soon discovered the why. The French delegates were naturally in the great majority, and their national methods of debate require a soldier at the gavel. The general congress was opened by the president, M. Gréard, vice-rector of the *Académie de Paris*, the grand amphitheater of the Sorbonne being filled to its entire capacity. The five sections were grouped about the following subjects: Educational Management, How to Regulate School Attendance, Moral Training, Secondary Schools, Post-graduate Institutions.

My companions consisted of a professor of pedagogy of Vienna and a Bohemia woman philanthropist, resident of Paris. We voted to attend the section discussing *de l'éducation morale* the printed report having been prepared by M. Jules Payot, and being presented by him. The delegates held the printed matter in hand as M. Payot offered each paragraph for discussion. Several hours of hot battle ensued in the great quest of a definition

for "moral" which should satisfy French Catholic, Jew, and Protestant, to say nothing of the mixed peoples present from such contrasting civilizations as Turkey, America, Russia, and Africa. The entire debate was in the French language, the delegates from distant lands holding their peace for the most part. At last came the lunch hour, and our little group extended the discussion *a la internationale* over the coffee at a students' restaurant in the neighboring French quarter.

A second session and a third session were spent in the discussion of this great subject—the place of moral training in the school. At the general session, held on the afternoon of August 3, the intensity of the delegates reached its height. Brilliant repartee and eloquent speeches, more or less fired by the personal religious views of the speakers, were either applauded or hissed, until we doubted whether this was a body of pedagogs or an assembly of "bulls and bears." Our own Dr. Harris occupied the chair of honor at the right hand of President Gréard, and his inimitable calm afforded a splendid contrast to the ceaseless rappings and beggings for order of the chairman with his gavel.

Over all hovered the spirituelle figures of the great Puvis de Chavaunes mural painting, by which the artist symbolized the intellectual achievements of man, and about the walls of the amphitheater presided stately marbles of Richelieu, Descartes, Sorbonne, Pascal, and Lavoisier.

One of the most telling addresses made during the entire discussion was that of Mlle. Henriette Meyer, a young French woman who has distinguished herself as a doctor of philosophy. She was petite, graceful, and gracious, but her gentle voice was intense with feeling as she claimed that equality was the keystone of morality, and that parents, *both fathers and mothers*, should be responsible for the first standards of morals *daus la famille*. Mlle. Meyer's words brought out the unbounded enthusiasm of the audience and changed the current of the discussion.

Every courtesy was extended to the delegates by the city authorities. Free admissions to the great theaters, including Cœquelin and Bernhard, were to be had on application; also free access to the Exposition during the five days of the congress, and banquets and receptions by officials of the city. Dr. Harris spoke at a banquet given in the quaint "Old Paris" in the Exposition. His greetings and words were warmly received.

Three hundred teachers in one body enjoyed a day at Versailles on August 7, leaving Paris on an early morning train and returning late in the evening, having the marvelously beautiful fountain display by moonlight. A promenade of two hours gave us a most satisfactory visit to the grand old forests and avenues which stretch out behind the palace. Turks in flowing robes walked beside the keen-faced Français from the province, and Austrian, Italian, Russian, and American inhaled the common forest air which whispered of Napoleon, Louis XIV, and Marie Antoinette.

At the *déjeuner* at Versailles many enthusiastic toasts were responded to, and the Spanish representative frankly expressed his surprise and offered his compliments to the share taken by women in the deliberations of the congress.

One hundred and twenty-six congresses were held in Paris during the summer months.

The Paris International Assembly was a well-organized association for the study of the Exposition under the guidance of intelligent specialists. The English speaking groups were under the direction of Prof. Patrick Geddes of Edinburgh, who has been stationed with his family in Paris during the entire Exposition. Among the lecturers in this group were such familiar names as Wm. T. Harris, Prof. R. S. Woodward, Miss Jane Addams, and Rt. Hon. James Bryce. Dr. Geddes gave a course of lectures on "The Outlooks of Science." The members of the group met in an informal way at 10:15 a. m. on the first terrace of the mammoth Trocadero, facing the Champ de Mars and in full view of the Exposition. Professor Geddes used this great international exhibition as an illustration of his theory of the unity of the sciences and philosophies. We listened to his earnest, graphic statements, and looked out across the Eiffel tower and the flowing humanity below. Then we wandered for an hour among Oriental exhibits, and discovered fresh evidences of the unity of the great races written in their potteries, their architectures, and their traditions, and all of us were eager as children, and as vital and free. Under such leadership erudition had no cranny to find or hold.

Chicago, September 1, 1900.

HYGIENE AND EMERGENCIES OF THE KINDERGARTEN.*

E. FRANKLIN SMITH, M. D.†

HYGIENE OF THE KINDERGARTEN.

THE general hygiene of the child is represented in the kindergarten, and we should, therefore, by our knowledge and advice, so direct those questions of hygiene as to give this sensitive, easily impressionable young human being the best of opportunity to develop into a healthy and vigorous adult.

I shall first take up briefly some of the features that should be considered in treating of the hygiene of the kindergarten, and then I will speak at length on ventilation, and all that the word implies.

1. *Sun and Windows.*—There should be sunny exposure and large windows, which should be high enough from the floor to prevent the child pressing the face against the glass to look out, thus frequently catching cold from currents of air which penetrate most window casings. Mothers often wonder how their children, who were so closely watched, could have contracted catarrhal conditions which we, as physicians, are so often called upon to treat.

2. *Paper and Carpets.*—It is better to have no paper on the walls or carpets on the floors. Young children are very susceptible to poisons and organisms of all kinds. Troubles have often arisen from the inhalation of arsenic from the wall-paper; in some instances it may simply give rise to irritation of the respiratory tract, or it may cause poisoning. Such instances are not now so common. It is especially in the glazed green and red papers used in the kindergartens that arsenic is to be found.

3. *Picture Mouldings.*—There should be none on the walls, as it affords a place for the dirt to collect, which is very difficult to

*An address delivered before the Kraus Alumni Kindergarten Association, at the San Remo Hotel, Saturday, January 27, 1900. Also before the Guild of St. Chrysostom, being the fifth lecture in the course of 1899-1900, February 13, 1900.

†Fellow of the New York Academy of Medicine; Mem. N. Y. Co. Society; Mem. N. Y. Co. Association; Mem. Med. Asso. of the Greater New York; Mem. American Medical Association; Lecturer on "Anatomy, Physiology and Hygiene," New York Preparatory School; author of textbook on "Anatomy, Physiology, and Hygiene;" Interne at Infants' Hospital, N. Y., 1889-1891, etc.

remove properly. It may be said in general that there should be no hangings at all on the walls.

4. *Floors*.—Floors should be made of accurately joined flooring, and should be rendered impervious by oil or paraffine coating. There should be as few cracks as possible. It should be easily and simply cleaned. It should not be too highly polished on account of the danger of falling while at play. Fractures quite serious have often resulted from lack of this precaution.

5. *Walls and Ceilings*.—The floors, walls, and ceilings should be painted. They then can be frequently washed and scrubbed. Also, when a child has a contagious disease they can easily be disinfected and so save much trouble and expense. The color of the walls may be tinted a neutral gray, or light blue or green. The ceilings should be white.

6. *Rugs*.—One is desirable in the middle of the room. Be sure that you have new and simple rugs and never those that are antique. They should be frequently taken out and shaken.

7. *Furniture*.—Just enough should be used for comfort; avoid stuffed furniture always.

8. *Curtains*.—Only simple muslin curtains which can be washed should be used. The less number of hangings from the walls and windows the better.

9. *Heat and Ventilation*.—Children require pure and warm air. As a rule, the temperature of the room should be from 66 to 70 degrees. Schools and kindergartens in America are usually kept too warm. An open wood fire is always good on account of its value in promoting ventilation.

10. *Window Ventilators*.—We may ventilate a room easily by raising the lower window sash, and by placing inside the frame a piece of wood three to four inches high, and an inch in thickness, and reaching from one end of the frame to the other. When the inside sash is brought down to rest on this piece of wood, it is thus raised three or four inches. A current of fresh air moves inward and upward to the ceiling between the sashes, and if a piece of wood or glass, sloping upward, be attached to the top of the lower sash, the current of air will be sent upward to the ceiling whence it will diffuse itself thru the room. Draughts will thus be avoided. If more air is required the upper sash may be lowered a very few inches.

11. *Toys*.—Children, as a rule, put everything into their mouths;

so be careful not to have toys with colors that can be soaked off by the saliva, which might possibly poison the child. Toys made of woolen materials or feathered should be avoided.

Ventilation.—Most of you are familiar with that incomparable allegory of Addison's, entitled the "Vision of Mirza," who, led by his guide, looks eastward to a great valley thru which flows a rapid tide. The valley is the Vale of Misery, and the tide of water forms part of that great tide of Eternity which is called Time. Across this shoreless ocean passes a lengthy bridge, which contains threescore and ten arches, but at its far end there are several arches incomplete and broken. Multitudes throng the bridge, and Mirza is horrified to find passengers now and then disappear mysteriously from sight, and fall thru trap-doors which lie in the line of path. The most frequent pitfalls are at the beginning of the bridge and at its end; there are fewer in the middle. The parable is one of human life. The pitfalls represent the diseases or chances of death to which infancy is most subject; and it is but natural that toward the close of existence the pitfalls should again be multiplied. The lesson that is taught by this allegory of Mirza is, that while the pitfalls in life's pathway are very numerous, yet science is competent to lessen their number, particularly when attention is paid to one aspect of life—namely, that which concerns the work of the lungs and ventilation.

What is ventilation? A definition given by the Century Dictionary is a very good one: "Ventilation is the act or process of replacing foul or vitiated air, in any confined space, with pure air."

What is pure air? It is a mixture of the two gases, oxygen and nitrogen.

There are of	{	Oxygen.....	20 .99 parts,	}	in 100 parts of pure air.
		Nitrogen.....	78 .97 "		
		Carbolic acid04 "		
		Watery vapor			
		Ammonia			
		Ozone	traces		

The proportion of nitrogen in atmospheric air is generally uniform, while that of oxygen varies, depending to a great extent upon the amount of carbonic acid gas present. Hence an increase in the amount of the latter constituent is usually accompanied by a diminution of oxygen, inasmuch as the formation of carbonic acid gas can only take place at the expense of oxygen. The reciprocal activities of animal and vegetable life are beauti-

fully illustrated by these relations between the oxygen and carbon dioxide in the air. In the process of combustion and oxidation, oxygen is withdrawn from the air, and combines with carbon, forming carbon dioxide. During vegetable growth, on the other hand, carbon dioxide is withdrawn from the air by the leaves of plants, and decomposed into its elements, carbon and oxygen. The carbon is used in building up the plant, while the liberated oxygen is restored to the atmosphere. The animal consumes oxygen and gives out carbon dioxide; the plant resolves this compound into its constituent elements and gives back the oxygen to the air.

The maintenance of animal life necessitates the continual absorption of oxygen and excretion of carbonic acid, the blood being the medium by which these gases are carried. By the blood oxygen is absorbed from without and carried to all parts of the body; and, by the blood, carbonic acid, which comes from within, is carried to those parts by which it may escape from the body. The two processes, absorption of oxygen and excretion of carbonic acid, are complementary, and their sum is termed the process of respiration.

The physiological anatomy of the lungs we will not enter into, except to state that, in the smallest divisions of the ramifications of the bronchi, or little tubes, there is an exceedingly thin membrane, or tissue, with air on one side and blood on the other, and it is here that the interchange of these gases takes place.

Our guide to the purity of the atmosphere is the amount of carbon dioxide it contains. As already stated the average proportion of carbon dioxide in the atmosphere is from 3 to 4 parts in 10,000. Pettenkofer, the well-known German chemist and physiologist, noted for his researches in hygiene, especially in ventilation, places the maximum limit of carbon dioxide allowable in the air of kindergartens at 7 parts in 10,000. This limit is probably very frequently exceeded without serious consequences to health if the air is not at the time polluted with organic materials, the products of respiration. Where carbon dioxide gas is present in the atmosphere of the kindergarten to the extent of 6 parts in 10,000 of pure air organic matter enough to poison the air is present. The effect is shown upon children by drowsiness, stupidity, and fatigue. If an odor can be detected by one coming from out of doors, the room is in need of ven-

tilation. But while such an excess of this poisonous gas must unquestionably have an unfavorable influence upon the health, it is probable that the most serious effects are due to the coincident diminution of oxygen and the pollution of the air by the products of respiration.

I am afraid that to many "carbonic acid" is the mere name of a gas which can assume no importance unless they are brought face to face with it in rather startling and sensational fashion. Carbonic acid kills animal life when breathed in sufficient quantity. Carbonic acid was responsible for the death of 123 out of 146 people immured in the "Black Hole" of Calcutta in 1756, thru the cruelty of a foreign despot. That cell was only 18 feet square, and lighted and aired only by a small window 3 feet square. After the battle of Austerlitz 300 prisoners were crowded in a prison; 260 died in a short time from inhalation of the poisoned air. Of the 150 passengers that were shut up in the cabin of the Irish steamer Londonderry, while crossing the English channel during a storm, with hatches battened down, 70 died before morning. It is carbonic acid which is responsible for sleepless nights in badly ventilated rooms; it is carbonic acid which is responsible for cutting off a large number of the children of the poor thru inducing early lung disease; it is carbonic acid which is responsible for the somnolence of people in church—so that persons very much interested in church affairs, and very much interested in the oratorical reputation of their clergymen, should see that the ventilation of their churches is perfectly carried out. These instances show us the great power which this carbonic acid has upon animal life to affect it injuriously.

The effects of tolerance in connection with bad ventilation are well noticed both in the animal world and in ourselves. Claude Bernard, the distinguished French physiologist, made the following interesting experiment. He placed a sparrow under an air-tight glass of such a size that the bird would live without the admission of fresh air for three hours. At the end of the second hour, however, a fresh sparrow was put in its place, and immediately died. The air in which the first sparrow would have survived for another hour was so vitiated that it killed the second sparrow directly it was introduced into that medium.

How is Ventilation Best Obtained?—In addressing you on the subject of ventilation it is needful that you bear in mind that we

cannot afford to pull down our houses and reconstruct them on sanitary principles. A proper system of ventilation must take into consideration the cubic space of the kindergarten and the number of persons ordinarily inhabiting this space. The amount of cubic space that must be allowed to each individual is determined by the rapidity with which fresh air must be supplied in order to keep that surrounding the child at a standard less than .07 per cent. of carbonic acid. For example: in a space of 3 cubic meters, the air must be changed 30 times in an hour in order to prevent the carbonic acid exceeding the above amount; that is to say, to allow 90 cubic meters of air to pass thru the space in the time mentioned. This would create an uncomfortable, if not injurious, draught. If the space contained 30 cubic meters, the air would need renewal only three times each hour. For kindergarten purposes I should state that a space of 15 cubic meters could be kept supplied with pure air without perceptible movement if all the mechanical arrangements for changing the air were perfect; such perfection is rarely attainable, especially in our crowded cities, so I believe the initial space should not be less than 30 cubic meters.

Source of the Air.—Ventilate directly from the outer air. Do not draw the air from damp cellars, or from the neighborhood of sewers.

How is Ventilation Accomplished?—It may be accomplished either with or without artificial aids. In buildings or rooms, used as habitations, natural ventilation is made use of almost entirely. In large buildings, such as churches, schools, etc., one of the artificial systems must be adopted if efficient ventilation is desired.

Natural ventilation takes place by diffusion, by perflation, and in consequence of inequality of atmospheric pressure. Diffusion is a slow and equable entrance of air from without and exit from within a room thru the walls without the influence of wind currents. It does not keep the air pure, because many of the organic impurities of respired air are incapable of making their way thru these walls.

Perflation means "blowing thru," and is inadequate because the direction and force of the air currents cannot be regulated.

Unequal pressure between the air within and the air without the room is an efficient means of ventilation and the one usually

relied upon in ordinary apartments. Heated air expands and finds its way out thru the numerous crevices, the cold air from without taking its place. It is a familiar fact that the most impure air in an occupied room is always found near the ceiling, the impurities being carried upward with the heated air, and the pure air from without being colder, fills the lower part of the room.

If the outside air were to be admitted at the bottom of the room, and means for the escape of hot air at the top, the conditions of the old health maxim, "keep the feet warm and the head cool," would be reversed. Therefore provision should be made to secure a gradual diffusion of the cold outside air from above, or to have it warmed before it enters the room.

When a room is heated by a furnace, the fresh air is warmed before it is introduced, and the foul air escapes either thru a ventilating shaft, a ventilator in the window or wall, or thru the numerous fissures in the walls.

The following rules for the arrangement of a system of natural ventilation are modified and condensed from Parkes' "Manual of Practical Hygiene," sixth edition, New York, page 177:

The apertures of entrance and of exit for the air should be placed far enough apart to permit thoro diffusion of the fresh air.

When the air is brought into a room thru slits or tubes in the walls near the ceiling, the current should always be deflected upward by an inclined plane, in order to prevent a mass of cold air from descending over the shoulders of the children.

The air must be taken from a pure source.

The inlet-tubes should be short, and so made as to be easily cleansed, otherwise dirt lodges and the air becomes impure.

Inlets should be numerous and small, to allow a proper distribution of the entering air.

If the air cannot be warmed, the inlets must be near the ceiling; if it can be heated, it may enter near the floor.

Outlets should be placed at the highest point of the room and should be protected from the weather.

A small slit or space between the horizontal bars of the upper and lower window-sash will admit sufficient air in a proper direction, even when the window is shut.

In all kindergarten rooms, howsoever ventilated, doors and windows should be often opened to permit a thoro *flushing* of the interior with fresh air.

A Good and Simple Test for Impure Air.—Take a glass bottle with a glass stopper, holding about ten (10) ounces, and wipe it carefully inside and out. On entering a room, the air of which you wish

to test, you should stuff a linen cloth into the bottle and rapidly withdraw it, so as to allow the air of the room to enter the bottle. Then carefully place a tablespoonful of clear lime water in the bottle, and replace the stopper. Shake it for a few minutes; then, if the air is pure, the lime water will remain clear. If bad, and loaded with carbonic acid, the lime water will become turbid, or even milky. This is because lime and carbonic acid together form chalk, which gives the milky appearance.

EMERGENCIES OF THE KINDERGARTEN.

A short time ago a man cut his wrist with a piece of broken glass. In spite of the fact that he lived in one of the largest cities in the world, surrounded by thousands of people, the largest hospitals, and the best doctors, he was permitted to bleed to death.

A few weeks ago I read in one of our daily papers an account of a man who, while dining with some friends, had a piece of meat lodge in his throat which caused his death.

Recently a boy of young years fell into the water and was nearly drowned when rescued by another young lad; his rescuer became frightened and ran for help; before his return this young lad died.

Instances of such a nature could be multiplied. Seldom do we read a daily paper but what we note instances of death which could have been prevented by intelligent action on the part of bystanders. No doubt one of your members was impressed with that fact when she asked in the name of your association, that I should address you upon "Emergencies of the Kindergarten." I therefore propose to speak in very plain language a few directions and suggestions. What I say will not take the place of the advice of the doctor, but to enable you to employ your time profitably until the doctor comes. Since he is not likely to come till he knows he is wanted, the first thing will be to send for him, and while the messenger is away, let us consider what is best to do.

Let us suppose an accident has happened, what is the first thing we want? *Presence of mind and self-control.* Of all the nuisances there are none worse than people who, just at the time their services are needed, begin to scream, run wildly about, getting in everyone's way, hindering other people, it may be faint,

go into hysterics, or, at least, pretend to do so. It is true that many people have a natural feeling of dread and horror at the sight of blood, or in the presence of some accident. Still, I believe that much can be done by force of will and a determination to face the thing bravely. Some very ignorant people will tell you that the doctor has no feeling for his patient. They feel deeply for their patients, but they cannot allow that feeling to interfere with their duties; but if you ask those who live with them and know them, they will hear their remarks about the painful operation they had to perform, and how nobly the poor patient bore it. Before the introduction of anæsthetics it was wonderful what could be done when a patient made up his or her mind to grin and bear it. A curious instance occurred to Dr. George H. Hope before anæsthetics were known. A large, well-made, healthy seaman was brought into the hospital with his leg so crushed that it was necessary to take it off some distance above the knee. Dr. Hope said to the poor fellow, "Jack, I am very sorry to have to tell you that the only thing that can be done with this unfortunate leg is to take it off; we cannot save it, you know we cannot splice it or fish it like a mast."

"No," he replied, "I can see that. Well, it must be done, it'll never be seaworthy any more; how long will it take doing it?" So he was told only a short time. "Oh, well," he said, "cut the wreck adrift and fit a timber one; I'll bear it."

So the limb was removed without a groan or one word of complaint. But as the house-surgeon was putting on a bandage he accidentally pricked him with a pin, when he immediately cried out: "Hello, Mr. Surgeon, the point of that marling-spike's rather sharp."

Dr. Hope said to him, "Why, Jack, how is this? you bore having your leg taken off like a good fellow, as you are, without speaking one word; and now, when only the point of a pin touches you, you cry out?"

"Ah, sir, don't you see? I made up my mind to have my leg cut off. I told you I'd bear it, but I made no bargain about the pin-sticking business."

That is what we mean when we refer to a person making up their mind to bear a thing. Grit your teeth and say you will not scream, run wildly about, get in everybody's way; make up your mind that you will calmly and quietly render whatever

assistance you can, and direct the actions of others so as to alleviate suffering.

Scalds and Burns.—The number of children who die from these causes is dreadful; it is due to their love for playing with fire, and the careless manner in which lucifer matches are carried loose in the pockets and dropped onto the floors. Also, to the careless way in which hot liquids are placed within the reach of the child. I may be pardoned if I state that the dress of the modern woman, as well as the little girl, is often made as if especially calculated to make a good bonfire. *Treatment.*—When the dress is set on fire the first thing to do is to sit down or to lie down at once. Rushing about is perfectly suicidal; the flames are sure to spread. Such a patient should be rolled on the floor, and carpets, hearthrugs, heavy curtains, overcoats, heavy clothing of any form should be used in the attempt to smother the flames. Doors and windows should be immediately closed. Beware of being clutched or embraced by such a child. If there is a good supply of water it may be used effectually. If the burn be an extensive one, merely throw a clean sheet over the little one, then a blanket over that, and keep him out of draughts until the doctor arrives. The doctor will very likely disturb him after "putting him to sleep." For burns that involve but slight extent of skin surface, "carron oil," consisting of linseed oil and lime water in equal parts, is an excellent, but nasty dressing. Boracic acid ointment spread upon strips of lint is of value. A saturated solution of common washing soda gives great relief to the patient. A point of great importance is to exclude the air.

Bleeding and Wounds.—Always notice the kind of bleeding. If the blood be dark in color and flows regularly, you will be able to manage all right; but if it is bright scarlet, and spurts out in jets, however small the wound may be, send for the doctor at once. Place the patient in the recumbent position. Administer no stimulants, such as hot drinks, alcoholic drinks, etc., for these tend to increase the heart's action and promote the continuance of the trouble.

The Natural (or Temporary) Arrest of Hemorrhage.—The muscular coat contracts; the elasticity of the muscular coat causes it to retract within its sheath. This retraction is both longitudinal and circular. These changes are quickly followed by coagulation of

the blood. The clot thus formed is nature's method of arresting hemorrhage.

The Surgical Means of Arresting Hemorrhage.—1. Pressure is the most widely applicable and most available of all measures employed for the control of hemorrhage. If the finger is placed in the right position you do not need much force to stop a bleeding vessel, but it must be applied at the required point. First, in short and superficial cuts, press the margins of the wound firmly together. If this fails, then apply pressure over the main vessel in the limb, attempting to keep the artery between the finger and the bone.

2. Cold acts quickly. Sucking ice to arrest bleeding from the mouth and throat is used; iced injections may control many cases of hemorrhage from the nose. The mere exposure of a bleeding part to the cold air will stop moderate bleeding.

3. Heat is particularly useful in controlling bleeding from vascular parts, as the face. The temperature of the water should be between 120–150 F., and clean rags, or clean sponges, or better yet, gauze, should be wrung out of the hot water and quickly applied to the bleeding part.

4. Styptics are chemical agents that arrest hemorrhage by causing contraction of arteries, coagulation of albumen, and separation of the fibrin. This method often fails because the stream of blood washes the clots away from the bleeding point. Those most frequently used are powdered alum, persulphate of iron, tannin, solutions of alum, nitrate of silver, perchloride of iron, and turpentine.

5. Forced flexion of the knee or elbow closes the arteries and is a most excellent method of stopping arterial bleeding from the hand or foot.

6. The Spanish windlass consists of a knotted handkerchief tied loosely around the limb, with the hard knot over the artery. A stick or rod inserted between the handkerchief and the skin is twisted tighter and tighter; this presses the knot down deeper, until finally the hemorrhage is controlled.

Bleeding from the nose should not cause unnecessary alarm. To control it let the child sit upright, and then bathe the face and neck with cold water. Do not allow the child to stoop over a basin to catch the blood as it falls; if you wish to encourage bleeding that is the best method. Have the head thrown well

back. Direct the cold applications especially to the nape of the neck where is situated the mainspring, as it were, for screwing up all the smaller blood vessels of the system. Cold has the effect of winding up this mainspring, and this is the physiological explanation of the use of the key; the cold key is an efficient winder up of the general screw for the smaller blood vessels.

Wounds and Sores.—This part of my subject I hardly know how to treat of. The less you do in the way of treatment the greater will be your discretion. Please use none of your salves, lotions, embrocations, or any other villainous compounds of horrors for which you may have some special weakness. You may ask why I speak so strongly against interference. It is because the principles underlying the treatment of wounds depend upon the fact that all infection is the result of accidental introduction into the wound of those micro-organisms which are especially harmful to the human being. Handling the wound with dirty hands is pernicious. That the wound is not, to begin with, perfectly clean is no excuse for introducing more dirt. The habit of washing with water from any source is harmful and should be avoided. In all emergency cases, then, attention should be directed to the stanching of the bleeding. Let the doctor attend to the rest. He will himself properly cleanse the wound, coapt the edges, retain them in place, arrange for drainage if necessary, and do what only educated hands can do.

Bruises are caused by falls or blows upon the skin which result in the rupture of the small blood vessels. The treatment of a bruise consists in the application of some evaporating lotion, or firm, even compression. I believe it is very doubtful if any external application can appreciably affect the reabsorption of the effusion. But if local cold and astringent dressings are applied early they may be useful in limiting the extent of the escape of blood. Severe bruises are associated with great swelling and tension of the parts. Only the doctor should attempt to treat these instances.

Contagion and Infection.—A distinction between contagion and infection is sometimes adopted, the former being limited to the transmission of disease by actual contact of the diseased part with a healthy absorbent or abraded surface, and the latter to transmission thru the atmosphere by floating germs or miasmata. There are, however, cases of transmission which do not

fall under either of these divisions, and there are some which fall under both. In common use no precise discrimination of the two words is attempted.

Among contagious and infectious diseases are included measles, small-pox, mumps, diphtheria, scarlet fever, whooping-cough, typhoid fever, typhus fever, chicken-pox and erysipelas.

The importance of prevention is brought forcibly to us when we recall the fact that the "black-death," which raged from 1347 to 1351, caused the deaths of 25,000,000 people—one-fourth the entire population of Europe. Please note this—the manner of the transmission of the plague is generally by prolonged inhalation of an infected atmosphere.

Small-pox, during the last century in England, badly pock-marked one person in every three. The mortality from this disease in the latter half of the eighteenth century was about 3,000 per million of inhabitants annually. In the Presidencies of Bombay and Calcutta, from 1866 to 1869, 140,000 persons died from small-pox, while from 1873 to 1876, 700,000 died. In 1520 small-pox invaded Mexico and in a few years carried off 3,500,000 natives. Many people do not believe in the efficacy of vaccination. Without entering into a discussion of this interesting subject I will state that before the introduction of vaccination the mortality from small-pox was 3,000 each year out of every million inhabitants; but after the introduction of vaccination the mortality was reduced to 310 per million per year.

How are Contagious and Infectious Diseases Propagated?—By anything that may come in contact with the patient, or that may be exposed within a certain radius. A whole family was once prostrated by an infectious disease because a lady merely stood for two or three minutes in the lobby of an infected house. In schools and kindergartens it is almost impossible to prevent the carrying of contagion, because of the extreme ignorance of mothers regarding the length of time the children should remain in after a contagious disease. Proper supervision of the homes I believe to be the only way to lessen the danger of communicating such diseases to our little ones in the kindergarten. Even with proper supervision the difficulties encountered are very great.

I once knew of a house where the furniture of the infected room was burnt, the other rooms repapered and repainted, and

the house left empty for four months, yet the disease broke out again from using some clothing which had remained in it.

How may we Lessen the Propagation of Contagious Diseases?

1. By following out the rules given regarding ventilation.
2. By attention to the general hygiene, as treated in the opening of this paper.
3. By not allowing children to have a common drinking cup.
4. By not having them use a common towel.
5. Do not allow mouth to mouth kissing.
6. Instruct the child to always tell you when there is a case of illness at home, then be on guard for first symptoms.
7. Each child should be carefully examined as he enters the kindergarten.
8. Eyes that are red and watery should always excite suspicion; it may mean the presence of measles.
9. In every child that complains of feeling ill, or who appears ill, always examine the throat.
10. Minute bluish-white specks on a bright red ground, seen upon the mucous membrane of the cheeks and lips, signifies that measles will develop within two days.
11. A whitish patch over or near the situation of the tonsils should always excite suspicion of diphtheria.
12. Every case of "sore throat" should be watched with care.
13. A "strawberry" tongue is usually indicative of scarlet fever.
14. A tongue that is coated, and red on the edges, is suggestive of measles, especially if accompanied by watery eyes, sore throat, and a cough.
15. Every kindergarten should be supplied with a thermometer and the teachers instructed in its use. Children are so susceptible that the slightest changes occurring in ill health almost invariably are accompanied by fever.
16. Any disease in which there is a marked and sudden rise in temperature may be ushered in with a chill.
17. Wherever it is feasible it is a good idea to have mothers' meetings in connection with the kindergarten, for the purpose of instructing them in matters that pertain to hygiene as well as those pertaining to mental and moral growth. In fact, this co-operation on the part of the home is almost essential to the proper development of the child.

A TABULATED VIEW OF ERUPTIVE, INFECTIVE AND CONTAGIOUS DISEASES.

NAME.	PERIOD OF INCUBAT'N.	TIME OF ERUPTION.	DURATION OF ERUPTION.	CONTAGIOUS PERIOD.	PERIOD OF QUARANTINE.
Scarlet Fever.	6 days	2d day of fever	5 to 10 days.	6 weeks.	14 days.
Measles.	10 days	4th day of fever	5 to 10 days.	20 days.	14 days.
Rotheln.	10 days	2d day of fever	3 to 5 days.	10 days.	15 days.
Mumps.	14 to 25 d'ys			3 weeks	25 days.
Whoop'g Cough	10 days		6 wk's durat'n	6 weeks	42 days.
Chicken-pox.	4 days	2d day of fever	7 days	3 weeks	21 days.
Small-pox.	10 to 14 d'ys	3d day of fever	14 to 21 days.	6 weeks.	45 days.
Diphtheria.	5 days			6 weeks.	12 days after.
Typhus Fever	12 days	7th day of fever	21 days	28 weeks.	30 weeks.
Typhoid Fever.	14 days	14th day of fever	20 days	6 weeks.	42 weeks. [gone
Erysipelas.	7 days	2d day of fever	Indehnite	To end of exanthem	After erupt'n is

Some variations may be observed from the above mentioned. Under certain conditions the eruption may be delayed, lengthened or shortened, owing to the type of the disease or treatment. The period of contagion may be prolonged when disinfection is not faithfully carried out; but children should not be admitted to school at a shorter time than above mentioned.

324 West 46th Street, New York City.

RALLYING SONG.*

UNDER the banner of freedom we rally,
States of the snowdrift and states near the sun;
Lake shore and seaside and mountain and valley,
Glorious commonwealths—many in one.

CHORUS.

Swelling the chorus of proud exultation,
Army of peacemakers marching along!
Spreading the empire of free education,
Sing we the school-teacher's national song.

Legions of soldiers we drill in the college,
Reason's our arm'ry and books our supplies,
Pens are our sabers, our ars'nal is knowledge,
War we on ignorance, battle with lies.

Join in our anthem of conquering science,
Now be the banner of violence furled;
Truth, Love, and Justice in holy alliance,
Shall by our victory govern the world.

—W. H. Venable, Cincinnati.

*The above song was written for the recent meeting of the N. E. A. in Charleston, and was sung with enthusiasm at every session. The music was composed by Professor Gantvoort of Cincinnati.

THE KINDERGARTEN IN CIENFUEGOS.

RITA W. HINES.

C IENFUEGOS is one of the few Cuban towns that has a kindergarten, and the one it possesses is of a private nature. It is in the Orphan Asylum, and is conducted by an American woman. The cause of its existence is as follows:

After the war it was found a necessity to have some place of refuge for the numerous children left homeless, and the unhappily large number of illegitimate children. Then a Cuban physician started this home in Cienfuegos, and it grew gradually, being helped both by private and public donations. The Cuban Orphan Society of New York city, represented here by Miss Gill, took an interest in it and gave it a helping hand. When Dr. Landa suggested to Miss Gill that it would be a wise thing to establish a kindergarten, she promptly promised to send a kindergartner as soon as an opportunity offered. So in January of this year Miss Tracy was sent here to start a kindergarten for the small children. When it is considered how short the time has been, and how young the little kindergarten is, it is remarkable to note how much has been accomplished.

Miss Tracy very kindly showed me the work of the school, and I was surprised to see how quickly the children had taken to the principles.

The room is large and airy, with a sand-box, two tables, and a circle painted on the floor. The children are divided into two classes, the older for the morning and the younger for the afternoon. There are some among them as much as eight years old.

Some of the older girls in the asylum have been organized into a training class, and also help Miss Tracy in her work. This will prove almost as beneficial a form of work as that undertaken with the small children, for it is well known that, among the lower classes of women in Cuba, the language used and the conversation interchanged is of the vilest order. This is also unfortunately true of the older girls of the asylum. In the kindergarten training class they receive their first intimation that coarse

language is wrong and unwomanly, and are given an idea of what noble, pure womanhood should be. It is really pitiful to see the eagerness which these girls display in their desire to learn, and nothing can be better for them than that quiet, helpful hour.

The work in the kindergarten is conducted under difficulties, as everything must be taught in Spanish, and so few stories or morning talks can be given. In the morning talks Miss Tracy hesitated at first about introducing the idea of the family life, as it did not enter into the sad little lives of these children. But she told them of the family life of animals and birds, and found them very much interested and fascinated by it. The idea of a family seems to appeal to them more than anything else, and they like it better than any other subject. One of their favorite songs is "The Family Great and Small." It describes that which they have not, but what unconsciously they crave for most, and they love to dwell on the thought of being one of a large family, which for these poor little mites must take the form of the human family under one great Father.

The children are given paper-cutting, sewing, pasting, weaving and drawing for the occupations; they have the gifts of course, and the older class has reached the fourth gift. They play games and march, and seem to enjoy it all. The sand-box proves a great source of interest to them and they keep very quiet as they play in it.

They love to sing, and are so eager to choose songs that it is difficult to decide which one of the clamoring crowd to choose. Some of Miss Poulsson's finger songs have been translated into Spanish by a Miss Doolittle, who also teaches a kindergarten in Guantamamo. The children sang, "This is the Father Kind and Dear," and all joined in with much vim. They seemed to enjoy it as much as I did, and it sounded very sweet. The tears came to my eyes as I watched them; they looked so sick, so pale, so motherless, poor little souls! but there was a smile on every face. Many of them have skin diseases and poor eyesight, and none of them look strong or rosy.

The kindergarten is a great benefit to them, as they need concentration and mind training. One of the most difficult things to overcome in organizing the kindergarten was the noise and disorder, as the children had never been taught the beauty of quiet and obedience. They had to learn self-control and restraint for

their first lesson, and it took much patience and perseverance to teach them.

They also seem to have no sense of gratitude; they have become so used to being given things and taken care of that now they take it as a matter of course. It is a hard thing to teach them to be grateful, but it is being done by degrees.

Cubans are very cruel to animals, and the children are not taught to have any feeling for them; the kindergarten will have a good effect in this direction. It is probably the first time in their young lives that such a thing as kindness or mercy to dumb animals occurs to them.

As we have been taught again and again in our kindergarten training, the way to civilize and elevate a nation is to begin with the children, so it is with Cuba. This fact stands out very clearly when one sees the poor forsaken little orphans with so much of the animal in them, and realizes that if they were left to grow up neglected, and with no care taken of their moral natures, a dangerous class of inefficient, degenerate men and women would be formed. Unfortunately the kindergarten is composed of girls only, as the boys in the Orphan Asylum are kept entirely separate, and there is no kindergarten for them. As they belong to the ruling class, and to the influential working class, it seems a shame that they should not have the benefit of the kindergarten training. The women in Cuba of the present generation take no part in affairs, but hold a very inferior position as compared to our women. They are never seen alone on the streets, and are allowed very little freedom; and seeing them behind their barred windows an independent American woman marvels at the submission which will let them stay in such a position. But the women can influence and mold their children, so, in that way the kindergarten will help both sexes.

I looked at some of the paper-cutting where the children were allowed to cut and paste on the chart what they pleased. Some of their ideas were very curious; many of them had made crosses for their design and when asked what they represented said a cemetery. They love to make cemeteries; poor little ones, their occupation even reflects the gloom of their lives. I cannot remember ever seeing an American child choose death or symbols of death when left to his own devices, and of course we do all we can to keep such subjects from his mind. But these little orphan

children have never known any brightness; their lives have been shadowed by the crosses of the cemetery, and naturally it is acted out in their work and play.

Miss Tracy pointed out to me an interesting fact concerning some of the cards. The figures cut out and pasted on them resemble very strikingly the pottery or sign-writing of primitive races. Here again was the instinctive blind groping of the ignorant soul, with its spark of immortality, for art and beauty.

They had no clay to model with, as it cannot be obtained here, but to prove the desire of a child to create, which instinct the clay provides for, one child had made without its being told or even suggested to her, a number of little objects out of sand mixed with water. Among them was a nest with eggs in it, and some animals which might have had any names applied to them without hurting their feelings. The little nest was interesting to me, as one of our first lessons in clay is the nest made out of the ball and the little eggs, and here this child had made it simply from her own wish. It proves so conclusively the wise methods of the kindergarten in its choice of subjects for the child.

The hatred of the Spaniard is so implanted in the blood of the Cuban that even the children despise the color of yellow. When shown the balls of the first gift, and told to choose, the yellow balls were never taken. One day there was not time to choose and the balls were handed around. One child was given a yellow ball, she refused to take it, but when she was made to she screamed and cried, and finally flung herself on the floor and became perfectly rigid in a state of hysteria. Each time a child was required to take a yellow ball or yellow paper the same thing occurred. The child would cry and scream and make such a fuss that the whole school would be upset. Most of them have lost their parents by the war, or famine attending the war, and they have been taught to hold the name of a Spaniard in utter abhorrence.

They are gradually overcoming their aversion to the color of yellow, as Miss Tracy was determined they should. She told them of all the beautiful yellow things in the world—flowers, birds, the sun, and the yellow stripe in the rainbow, and so they are beginning to realize that yellow is not exclusively Spain's possession.

I could not help but contrast these children with American

kindergarten children. They resembled our poorer class of what you might call slum children. The same old look of solemn knowledge of the world and acquaintance with grief is in their faces, the gay carelessness of childhood being conspicuously absent, and in its place a strength of character not often seen in childish faces. What they need in their crushed and saddened lives is something to make them gay and care-free; let us hope the kindergarten with its games and bright work will bring the sunshine that these darkened little lives need, and, besides developing them morally and mentally, make them light and joyous as children were meant to be.

A THOUGHT FOR WASHING DAY.

THE clothes-line is a rosary
Of household help and care;
Each little saint the mother loves
Is represented there.

And when across her garden plot
She walks, with thoughtful heed,
I should not wonder if she told
Each garment for a bead.

For Celia's scarlet stockings hang
Beside Amelia's shirt,
And Bilbo's breeches, which of late
Were sadly smeared with dirt.

Yon kerchief small wiped bitter tears
For ill success at school;
This pinafore was torn in strife
'Twixt Fred and little Jule.

And that device of finer web,
And over-costly lace,
Adorned our eldest when she danced
At some gay fashion place.

A stranger, passing, I salute
The household in its wear,
And smile to think how near of kin
Are love and toil and prayer.

—*Julia Ward Howe in Sunday-School Times.*

KINDERGARTENS IN THE SOUTH.

PROF. P. P. CLAXTON.

(Address delivered before the Kindergarten Department of the N. E. A. at Charleston, July, 1900.)

LESS than seventy-five years ago Froebel's Institute at Keilhau was an object of suspicion and of persecution by the Prussian government; sixty years ago his first kindergarten, at Blankenburg, was laughed at as a vagary of an old man mildly insane; forty-eight years ago Froebel himself died without having seen his ideas become popular, or his great discovery regarded with favor by either governments or teachers; but his widow, who died only recently at the age of eighty-five, lived to see the principles, to the development of which her husband gave his life, recognized by students everywhere as fundamental in all grades of education; the kindergarten established as a part of the educational outfit of every progressive country of the world; dozens of presses devoted to the publication and dissemination of kindergarten literature; scores of schools and colleges filled with young women of the best ability and finest culture, receiving special professional preparation for their work with the little ones; thousands of mothers with loving hearts hearing gladly the words of this great constructive philosopher and friend of children, and striving to apply his teachings in the government of their own households; philanthropists delighting to give a portion of their wealth to found, equip, and support kindergarten schools, and the organization of many societies, local, state, national, and international, for the sole purpose of forwarding this movement, which already has brought blessings and happiness to millions of children, and has become, forevermore, an essential factor in the world's civilization and uplift into freedom and truth—for, indeed, its principles are eternal. And all this has come about in these few years without the force of arms or the power of wealth or high political or social standing. Such is the potency of truth, love, and simple faith in humanity. Truly, those who trust in these have laid hold on eternal life. The meek do inherit the earth and the pure in heart see God.

Such has been the rapid growth and spread of the kindergarten movement. But because of our lack of large cities, the late development of our public school systems, and certain peculiar social conditions and ideals, kindergartens have not multiplied in the Southern States as they have in some other parts of the world. In a dozen or more of our larger cities, and in a few smaller cities and towns, the kindergarten seems now to be well established, supported either by public taxation, as a part of the public school system, or by voluntary contributions collected and administered

by societies formed and incorporated for this purpose. In others spasmodic efforts have been made from time to time, by volunteer societies, churches, clubs, and enthusiastic individuals, to establish real kindergartens, but only with the usual success of such efforts. In a few places there have been excellent private kindergartens established as individual enterprises and charging a fixed amount for tuition. In many others the very name has been brought into disrepute and made a synonym for inefficiency and charlatanry by so-called "kindergarten schools" taught by those who, knowing nothing of the principles of the kindergarten, and little of the practice, and frequently being unable to obtain a license to teach in any grade of the public elementary schools, have resorted to this as a means of making a support, making capital of the name. I know at least one community in which small private schools of primary grade, but differing but little from other inefficient schools of this kind, were dignified by the name of kindergarten, because the society young women who found it necessary to make their daily bread in this way preferred to be called kindergartners rather than school-teachers.

But probably we have not had more from this than other sections, and its day is past or is passing.

That which one finds in New Orleans and Louisiana may, I think, be taken as a type of the best progress yet made in the South, and as prophetic of what we may expect to find in most Southern cities and states before the close of another fifty years. The Constitution of Louisiana has been so amended as "to permit any community desiring to establish a public kindergarten to admit children to said department between the ages of four and six," and this recognition in the fundamental law has, it is said, greatly encouraged the friends of the kindergarten in that state. The school board of New Orleans has established a dozen or more public kindergartens, and for some years it has not established a new school without a kindergarten department. It has also maintained for some years a kindergarten training department in the city Normal School. The board and teachers of that city "have accepted the kindergarten as the foundation of" their educational system. Of the excellent work done in Charleston you have already heard.

The kindergarten is needed in the South as everywhere else, because it is based on true principles and presents the best educational practice; and the time has come when we must claim the best for ourselves and our children, and must no longer be content with less.

We need the kindergarten in the South because of the power it has to stimulate the interest of parents in all phases of the education of their children, to awaken them to a sense of their duty to know something of the schools in which their children spend a good part of the most impressionable years of their lives, and of

the teachers who direct their thoughts, give color to the imaginations of their hearts, and form their habits. Where the kindergarten has become an integral part of the public school system bands of women, mothers and older sisters, have soon been formed to coöperate with the teachers and school officers in beautifying, cleaning, and making comfortable and attractive the schoolrooms and grounds. Following the babies with a tenderer solicitude than they have been accustomed to follow the older children, their interest soon extends upward to all grades of the school. Putting the kindergarten classes in the public school at once adds the mother element and tends to unite the home and the school. Nor is the result less valuable, tho somewhat different in kind, where the kindergartens are supported by volunteer societies. The very fact of laboring earnestly and constantly for the support of these schools, visiting the homes of the children of kindergarten age, many of them destitute enough of every home comfort, of love and of physical and spiritual health, and having to take thought for the general plan and conduct of the work in the schoolroom, is an educating influence of no mean value to the members of any such society, and to the community in which they work. These things give real occupation for time that would otherwise be spent frivolously, and a purpose in life to those too often without purpose. Labor for and with children can never fail to bring with it nobler purpose and sweeter culture. Nor can one become interested in any one means of welfare to the children of a community without becoming interested, to some extent at least, in every other means to the same end; and the interest will spread to the community as a whole. Here also shall "a little child lead them."

We need the kindergarten in the South to give us—teachers, parents and school officers—a truer insight into the real nature and meaning of education, and a juster appreciation of its worth. Too long have the school and its work been thought of as something apart from the real life of the child and the home. For this reason, chiefly, have we regarded school education as of secondary importance, held the teacher of the elementary school as worthy of little esteem, and been unwilling to provide sufficient funds for the equipment and support of our schools. We need to see the connection between the school and the home, to understand that the school life is an integral part of all life, the work done there the prime factor in future success, and the school the best paying stock in which we can invest our money.

Our teachers need to see more clearly the connection between the school life and the home life of the child, and to realize that the one must build on the other. They are too prone to act as if the child were a kind of Dr. Jekyll and Mr. Hyde, living a double life, with no connection between the two parts. They have not studied education from the child side, the kindergarten side;

hence they labor monotonously, drilling on tables, unassociated ideas, empty symbols and definitions, and other abstractions without meaning to the children. This indictment is not meant to be general in its application. There are many noble exceptions among us, and the number is rapidly increasing. But there are all too many to whom this applies with full force. The general introduction of the kindergarten will do much toward bringing us to understand that the child's life is one by nature, and should be one by educational practice, and cause us to change our purpose and reform our methods accordingly. I have known the entire school system of a city to be thus reformed and vitalized thru the influence of kindergartens supported by a kindergarten association, but not connected with the schools, except in that it sent its children to them, and that the superintendent, and some of the teachers of the school, were active members of the association. The influence was first felt in the primary grades, and gradually worked down to the high school. Before the kindergarten had been in operation three years some of the kindergartners were meeting with the teachers in their regular weekly meetings, and the teachers were studying Froebel's "Education of Man." A little later some of the teachers were attending the lectures given in the kindergarten training school that had been established in the city. By being brought into the kindergarten and hearing the happy voices of the children, and seeing their busy work and merry games, men who had opposed the establishment of the public schools, and did not believe in the education of the masses, were converted from the error of their way and to a better faith. The mothers' meeting of the kindergartners later developed into a Paidology Club, and still later into a Teachers' and Parents' Association, with meetings in the school buildings at stated times for the discussion of topics of common interest to parents and teachers. Those schools are now the best equipped schools in the state in which they are, and the walls and halls of the buildings are ornamented with pictures and statuary of the best kind to a greater extent than can be found elsewhere in the state. The school board of that city is now considering the question of adopting the four kindergartens which have been supported for eleven years by voluntary contributions, collected and administered by a society organized and incorporated for that purpose. The kindergartens have made their worth manifest and have won their way to the hearts of the people.

We need the kindergarten to add its years to the school life of our children—all too short everywhere in the South except for the favored and persistent few. Even in our best towns and cities the schools are from twenty to forty days shorter than in other parts of the country, and the majority of our children do not reach the fifth school year. Our people still believe it is neces-

sary to take their children away from school early, that they may join in the struggle of bread winning, or, as is too often the case, bear the whole burden, while the father whittles dry-goods' boxes, and talks politics of a type long out of date. I would not have these years given to the ordinary work of the primary school, as is commonly done in England; they should be filled with legitimate kindergarten work, the joyous play and the exercises that develop the senses, the mind, the soul, forming the characters of the children, and by enabling them to live most fully the real child life of these years, preparing them best for all future life, whether in school or out. Thus not only might these years be added to the brief years of the child's school life, but the years of school life might be made to yield fuller results than they now yield.

If all homes were ideal still the broader social life for which Froebel pleaded for the children would need to be supplied by the kindergarten. But, alas! they are not all ideal. In many grinding poverty and traditional ignorance have done their work all too perfectly. In many there is want of intelligent mother love.

Harshness takes the place of gentleness; filth and negligence of cleanliness and loving care; profanity and vice of the pure speech and simple virtues that should greet the ear and appeal to the heart of every child. For many children the home is on the street. In many homes of wealth and refinement the negro nurse is the child's most constant companion. And this does not mean now what it did when the old black "mammy," true and tried, cultured and refined by years of the most intimate association with her mistress, and the mother of her mistress, and mellowed into the finest sympathy by the care of more than one generation of children, cared for the children with a mother's love and devotion and the watchfulness developed by family pride and a strong sense of personal responsibility. She has gone with the days that are no more, and her successor, a half-grown negro girl, hired for a few weeks or months at most, and then replaced by another of whom you have probably never heard before, is of a different type. The cultured and refined white woman, with her mother heart and patient care in the kindergarten certainly might well replace this negro nurse. Shall we of the South never learn this lesson?

But we need the kindergarten most especially for another reason. The Southern States are rapidly becoming the home of the factory. We are beginning to see that we should manufacture a portion at least of our abundant raw material. We shall soon cease to be hewers of wood and drawers of water for the wealthy manufacturing communities of the North. Already the cotton factory town is a familiar sight in the Carolinas and Georgia. The country people are moving into them from their coun-

try homes with their large families of children. Is it needful that I should depict for you this factory town and its life? The large brick factory building, with its long rows of humming spindles and rattling looms, at which men, women, and children work twelve hours a day (I have seen boys and girls under ten working thru the night from six to six, drinking their cup of black coffee at midnight to keep them awake till dawn); the groups and rows of houses without beauty of architecture, and with no relief of lawn, garden, or fruit trees; with no public library; with an ungraded public school, taught from three to eight months by an incompetent teacher in a house unfit for such use, and only one-fourth of the children of school age in attendance; the young children with pale faces and unkempt locks playing in the streets thru the long hours of the day, while their mothers and older brothers and sisters are in the mills, with only forty minutes for dinner—a time too short to permit more than a hasty glance and a few sharp words of command for the little ones—the picture is becoming familiar to us all. I welcome the cotton mill, with every other form of industry that shall bring wealth and its power and possibilities to our people; but the blood of the children must not be woven into the web, dyeing it a crimson hue for the eye that can see, nor must their cry continue to go up to the Father, in whose sight the soul of one of these little ones is of more value than all the trade of the Philippines. If so, His curse will blight our enterprise. In this factory town, above all places in our Southland, is the kindergarten with its strong, saving influences, mighty to build against the evils of later life, needed. I think these children would, above all others, move the heart of the great father of the kindergarten—great in heart as in mind. And the kindergartner in this town should be more than she need be, or can be, in most other communities. She must be an angel of light and hope to the community, she must take hold on the entire life of the town. What an opportunity for the school garden, tended and cared for by the loving hands of the children, such as Froebel would have had as a part of his child-garden—for flowers will bloom all the year round in this climate. Here the kindergartner might bring around her the older children who can be saved from the factory a few hours in the week, directing them in this simple garden culture. How many bright spots might be added to the town thus; and how many happy faces and rosy cheeks? If the kindergartner in this town should be a woman of broad mind, strong will, and winning manners, would it not be possible for her to induce superintendents and directors to do many things for the welfare of the community? For these men are not hard of heart nor careless of the welfare of their employés. Few of them love gold more than life. Suppose the kindergartner knew of the work of the National Cash Register people at Dayton, Ohio, as published in the KINDERGARTEN MAGAZINE for February of

1899. I know more than one cotton mill owner who would gladly respond to any suggestions looking to like results for his people and his business. If you know men or women who, having an abundance of this world's goods, would like to lay up treasure in Heaven and make their names dear to the children of the poor, that they may, in the last day, rise up and call them blessed, direct them to me and I will point out the opportunity in any one of fifty or more mill towns in North Carolina.

One other cause of need I would not forget: the millions of children of the dusky race whose home is among us. The education of a race from a lower to a higher stage of life is no easy task to be completed in a few years or decades; but the thing we call the "race problem" is ours by inheritance, and it must ever remain our first question until it is solved with the only possible solution—the education of the negro to industry, thrift, morality, and good citizenship. The restraining force of the master's word and presence, and the educating influence of the fine Christian character of the mistress, are gone, as has the wholesome fear of the overseer's lash, dimly seen behind every flagrant breach of the moral code. Separation, the chain gang, the gallows, and the stake have taken their place, to the detriment of all. Education must produce in the negro habits, ideals, and a conscience, strong enough, high enough, and keen enough to take the place of the inspiring and restraining influences of the old régime. Those who know the negro best know that he does respond to the influence of right education; and if this education is to have this transforming influence, should it not be begun in early childhood? And what type of school is better fitted for this purpose than the kindergarten? Who better prepared for it than our Southern women, who understand the problem better than any others can? A heavy burden, you will say. But a very large portion of the "white man's burden" must be borne by us in the South, and the only release from it must come thru giving the colored man the power to walk alone, and, perchance, to bear some part of the common burden.

The little negro is at least imitative. Which school will most probably lead him in the paths in which he should walk—for his good and ours?—the school of idleness on the streets, among the dirt and filth of the negro quarters of our towns and cities, or the kindergarten with a woman of culture and consecration as teacher? I like the plan which, I believe, you still follow in this city, that of filling your colored schools with white teachers of the same grade and qualifications of those in the schools for white children.

"But the kindergarten costs money," I think I hear someone say; "we cannot afford it." But we can afford it, and all other educational facilities necessary for the full education of our people. Cannot a brave and noble people, industrious and econom-

ical, make from the right use of the fertile fields, broad forests, rich mines, and the hundreds of singing waterfalls of this vast empire, won for us by our fathers, the few millions necessary to fit our children for all that is best in life? We must do it; it is our first duty to our children, for whom alone we live, and in and thru whom we must live after we are dead. The wealth we have is theirs—beyond that which we must consume in the needs of our daily life. Sooner or later we must leave it to them; we are only their stewards and guardians. Shall we invest their money for them in bonds or brains? In lands or life? Shall we leave them money, or skill to produce money and more than money?

When we have done our full duty by providing for our children kindergartens and schools of all grades and types; when the forgotten child is remembered, and the "last waif" has been housed and redeemed, then shall we enter fully into our rightful heritage, and wealth and honor and power shall be ours beyond what we can now comprehend. And when these things have come to us or to our children, we or they will see that the little child has led us; and the name of the kindergartner and of the faithful teacher of children shall be named with love and reverence, and with the honor that is theirs by right of noble and valuable service.

MODERN HUNTING SONG.*

B. J.

NOW has come the autumn "deer moon,"
A-hunting we will go
Thru the wooded brush and tangle—
Hush! more slow!

See the oak-leaves, how they quiver;
Now the branches part,
As the deer moves down the run-way;—
Still, my heart!

Quickly, softly aim the weapon;
Hark! the sudden click,
And the deer is bounding lightly
From the lick.

In our dining-hall no antlers
Grace the modern wall,
But the window's true transparency
Tells you all.

Hunt we not with firearms, but with
Camera instead;
For antlers ne'er look nobler than upon
The free stag's head.

*October is known as the deer moon, in the language of certain Indians.

EDUCATIONAL VALUE OF MUSIC FOR CHILDREN UNDER THE AGE OF SEVEN YEARS.*

THE influence of the kindergarten idea in the higher education was pithily expressed in the statement, "The terms self-activity, creativity, spontaneity, self-expression, the play-spirit, and their equivalents, have become familiar words in school circles; in fact it may be said of them that they have graduated from the kindergarten and are now receiving most serious attention at the universities and the seats of advanced learning."

"It is not wholly possible to induce the musical ideal by methods alone. Children may be wholly demoralized as to tone ideals by the harsh and poor singing of the teacher, which will induce bad vocal habits and an inferior tone appreciation for the remainder of life."

The beginning work in music with young children, as in other studies, should have less to do with direct training in music itself than with the accessories and environment which will help a child to become musical. In this early period all is grist which comes to his mill; all sound, all motion, are music to him. He claims the whole earth and the heavens above for his themes. He feels and imbibes and appreciates the materials of music in a thousand forms. The world is his instrument, and nature supplies him with melodies, rhythms, and harmonies at first hand. All this is theoretically recognized in the kindergarten as in no phase of education.

In the order of impression a concrete tone experience should precede general musical training. This can be gained naturally and unconsciously in the poorest neighborhood. A little thoughtful work on the part of the teacher, in the kindergarten and first primary, and later in connection with the science work of the grades, would be sufficient to equip the most backward child in a hearing experience, with the power to discriminate and reproduce all sounds thru imitation and association. This is the significance of the early imitative or *bow-wow* period, which thru the ignorance and indolence of parents and nurses is unutilized.

From listening to individual sounds we pass rapidly to association of sounds with object, discrimination between sounds, comparing and contrasting and locating sounds. Indeed a very simple but logical program can be carried thru the year based upon the occasion of everyday development. Sit still and listen, whether in the city or country, home or street; in five minutes

*Condensed from paper given by Miss Mari Ruef Hofer before the Kindergarten Department of the N. E. A. at Charleston, July, 1900.

you will hear more sounds than you can analyze in an hour, and all to the end of ear training, undoubtedly leading to the establishment of auditory imagery, which must be effective in assisting the later appreciation of music.

The arousing the musical consciousness thru the enlarged capacity for hearing and appreciating thru tone would be a stepping-stone to the creative imagination, which is the equipment of the gifted in music. While the new education hardly guarantees to manufacture genius, it does undertake to free the powers which may lead to it. As a tree cannot blossom without an overfullness of life, so a child cannot function without a fullness of experience. In regard to voice, how fully are we becoming aware that it is the mind primarily and not the body that sings. The utterance of the individual thru the voice is as inevitable in kind and quality as the very identity of the individual himself. Inability to sing is not always due to a fundamental lack of power to sing. Most of the cases of unmusicalness and lack of vocal ability can be traced to spiritual and æsthetic indifference. Highly intellectualized habits, the modern mental approach to life in which the emotions are little concerned, have a tendency to absorb the energies which go toward the more vital function of song. The delicate sense adjustment of the child easily becomes jangled and tuneless thru neglect. With careful, sympathetic treatment it may be made to vibrate continually more sweetly and truly.

What more interesting can present themselves to the kindergartner than the vocal individualities of her little flock. The careful study of their needs and limitations would inspire many happy experiments. The careless use of language in regard to vowel quality, and, later, the perfunctory hurried and chattering use of words in common speech; the purely mental use of language on the part of the adult with no regard to the expression side, results in a paucity of tone and individuality in the quality of the voice which must go a long way in limiting the vocal powers. For this reason SONG AS SPEECH AND SPEECH AS SONG should be thoroly interblended during the kindergarten period. Song should be musical conversations, largely of active mode, first person, and present tense. These should naturally lead to musical good-mornings and all kinds of simple phrases sung, bits of talk and song made up by the children themselves and sung without the piano. From this the skillful teacher can lead up to difficulties of pitch and individual defects. A careful study of relation of voice to pitch, in the natural expression of idea, must here be made by the teacher in order to do intelligent work. A child thoroly sensitive to tone discriminations and impressions naturally and logically takes the next step; this is the creative effort in making up tunes which in the yet uncoördinated condition of education the kindergartner is not always permitted to follow.

A little girl of my acquaintance just stepping out of the kindergarten ranks, and proceeding according to the law of inner development, is busy picking out the tunes of the songs she has learned from the piano. "Peter, Peter" also gives her great satisfaction. One day she originated a new tune of her own which was not "Peter, Peter," as she joyfully announced to her mother. "But," she anxiously inquired, "Mamma, what does it say?" She had made her tune from the musical basis, without words. Her mother suggested that her song might be about one of the many things she knew about. She soon returned and brought these rather remarkable lines, "Hark, the bluebird now is singing, and the apple-tree is swinging." Here was clearly the transition from musical idea into tune and from tune into words, the two happily wedded as song. We may fairly forecast that the formal and largely imitative use of songs will decrease as we learn to appreciate the creative opportunity given us.

The soul of the child lives in motion as the mind of the adult thought. In rhythm again we are asserting the broader freedom. The old and more formal and technical plays are dividing honors with freer rhythmic expression, which represents the more impulsive and spontaneous activities of the child. Here the vital and physical energies come into play and in turn supply vigor and grasp to the thought side of the work. Children in the kindergarten may suffer from passive thinking and enter the game not sufficiently awake or aroused to dramatic action. Thru simple rhythmic activity we can help lay the foundation experience in feeling which will enrich the larger experience of the games. One teacher says: "I find in working out the incidental experiences more fully in free, rhythmic play, the children are better prepared for vital and spontaneous participation in the later dramatizations of the games. They think out their own activity better and more creatively, and show greater freedom and better control." By working constructively, avoiding sensational music, and dance forms, the new element of rhythm becomes a valuable adjunct of child training.

Little children often dream or are inspired to other activity than that of utterance while the song is in progress. Cannot the piano find its right use here? The delight of the children at having their concrete experiences told in another kind of story by the piano, in harmony, tone, and rhythm—this alone will compensate for any effort made in this direction. His ear mind can appreciate and understand long before he is able to reproduce. A great step in the training of the teacher must be taken in order to do justice to this need.

MOTHERS' MEETINGS.

(A Bit of Advice from a Mother.)

PHYLLIS WARDLE.

NOW that the season for active work is again here, will you not let me sound a note of warning in regard to mothers' meetings?

This spring I attended a large and interesting mothers' meeting in one of our large cities. There were present several mothers whose appearance betokened poverty. One of them had a young child in her arms. The meeting was long, and tho I was deeply interested, I confess I was wearied. Many left before the close, but these mothers all staid to the end of the meeting. I felt it a real heroism on their part, for all of them, doubtless, had left young children at home, and the child who was present was restless, and the mother must have been very tired.

I sat near them, and at the close of the meeting happening to walk behind them, we took the same car. They were talking earnestly, and I caught enough of their conversation to know that one of the number had been especially hurt by a public reference to them. "I am glad to see here in the front seats some of the mothers from the lower part of the city," one of the speakers had remarked. Others of the group had not misunderstood the reference, and explained to her that the expression "the lower part of the city" meant—not inferior, but down-town, near the river front. The explanation was accepted as satisfactory, but all seemed to feel that some other speaker had made an inexcusable reference to the poor as "the lower classes." All the way down-town they discussed the meeting together, and the common feeling seemed to be that what the one said was, "when you look at it that way—all right" but "what that other woman said" had no excuse.

Their whole attitude had been made—instead of receptive—antagonistic. They felt that they were a class apart, and considered so. Even the public reference to them and their poverty they felt was an evidence of this fact.

Now, dear kindergartners, you who hold mothers' meetings, if your efforts are not meeting with much response, would it not be well to ask yourselves if the fault may not be partly your own, and not entirely due to the indifference of motherhood?

We mothers do know something. Our knowledge may not be of the same kind as yours, but in the great school of life we may have learned some lessons which you have not yet learned, and we do not like to be patronized. I have never attended any mothers' meeting but this one, and there is nothing personal in these remarks, but I can easily see how such a feeling might exist, especially among those who are conscious of their poverty and lack of education. The poorer and less educated we are, the more we are apt to be conscious of our inferiority in this respect. We feel that others are as conscious as we, and we are apt, perhaps, to be oversensitive.

If you do not feel with us, if you do not understand us and gain our sympathies, you can do little to help. If we feel that you do not understand our problems and difficulties we are not ready to be led. We may admire some of the sayings and theories, but we may feel that they are not for us. Others more fortunate may be able to carry them out, but not we.

Now, tho I am not rich, neither am I poor, and with many favorable circumstances to aid me I have not always found it easy to give up time and money to learning more of these theories. Yet I have found the whole trend of kindergarten literature so helpful and inspiring that I wish every mother and father--and in fact everybody--might know and understand more of the theory and principles underlying the kindergarten. I believe such a knowledge will help mothers of every class to solve the little everyday problems in a more satisfactory manner, and so I wish every kindergartner--and teacher too--would have her mothers' meetings. It is because I believe so heartily in all that the kindergarten stands for that I am sorry to see anything said or done which should in the slightest degree antagonize any mother.

Reach the mothers and you reach not merely the one child under your care, but all her children to some extent--and the fathers as well. Have fathers' meetings too, occasionally. They need enlightenment as well as the mothers; and without the sympathy and coöperation of the fathers, the mothers' efforts will be less effectual. But to be thoroly successful you will need plenty of warm human sympathy, and a tact which will enable you to understand the attitude of those whom you desire to help.

HOW FARGO KEPT LAURA FROM FREEZING.

IDAHO MEACHAM STROBRIDGE.

ONE day Laura Littlegirl (who was a little girl and named Laura, but whose name wasn't really Littlegirl) came to me and said: "Oh, I wish you would write a story about Fargo, the dog that saved me from freezing to death that time on the desert! That is a truly true story, and I'm sure the children would like to hear it."

And I think so, too. This is the way it happened:

Laura and her parents one time were traveling a very long distance thru a portion of a Western state where there were neither railroads nor stages, and very few people living. They had to go in a canvas-covered wagon drawn by four big horses. It was midwinter, and very cold. When they started on their journey, and before getting down out of the mountains, the horses were wallowing thru snow so deep they could scarcely pull the wagon. Nearly all the time there were fine snowflakes whirling in the air, and after they got on the desert there was sand that mixed with it, and was blown into drifts by the wind sweeping in a gale over the levels.

Some places they had to travel for hours over thin crusts of ice left from the previous storms that—melting, then freezing—covered the flats with a glassy sheet, over which the horses would slide this way and that; and now and again, breaking thru, cut their feet with the ice particles. Nowhere could they see a road, but had to be guided by the mountains that Laura's father knew. Sometimes in leaving the flats they would drive over the higher land, but the great cobblestones, as big as cocoanuts, over which they bumped, even tho the ground was covered with snow, drove them back to the lowlands again, and to the slippery ice.

And so days passed, sleeping in the wagon at night while the coyotes barked and howled all around, cooking over a campfire with the blaze burning one's face, and the winter blasts freezing one's back. It grew colder and colder, that chilling cold that numbs one's fingers so they can scarcely hold the reins.

True, one night they found warmth and comfort at some boiling springs upon the tableland; for the ground there was as warm as if heated by a furnace, and made an inviting camping place.

The springs gurgled and bubbled and spluttered and overran their rims; and sent great jets of vapor far up in the air, making it warm and moist for a wide space about. Here Laura's mamma boiled a ham in one of the springs simply by tying a cord to it and lowering it into the waters; and as the kettle was always boiling it was not difficult to make coffee, or cook eggs quickly.

But their camping places were not always so pleasant as this one; and the morning they left the steam clouds of the hot springs the heavens showed red and angry-looking in the east, while the western sky shaded away to a purple that was almost black. Soon it had darkened like the darkness of a total eclipse of the sun; and all that day their journey was made thru a storm that increased as the hours went by. Snow had drifted so that no roads were to be found. The horses had to be left to find their way as best they could, for the storm had shut out the mountains, and Laura's father could no longer see them. Blinded by the blowing sand and chilled by the bitter cold the horses wandered this way and that, the leaders sometimes swinging around to face the wagon, their backs to the storm.

Laura was lying down in the bottom of the wagon, huddled among blankets and robes, trying to keep warm. Once she heard her mamma ask her papa if he did not think they were lost.

"Oh, no!" he answered cheerily, "I guess we are following the road all right."

But, long afterward, he told her that in his heart he was afraid that they were lost, tho he could not be sure, of course; yet he did not want to trouble them with his fears that they might all perish in the desert until all hope was gone.

There was no place they could stop and build a fire, for there was no wood to be had on the desert, so that they would have to wait till they got to some place beyond. They were all in great danger of freezing to death as hour after hour went by and the weather got yet colder, and they were still wandering about in the snow-filled atmosphere unable to tell whether they were near a station or not.

They were hungry, but there was only a little of the food in the wagon that they could eat, as all the bread and meat and canned goods were frozen hard, and they would have to have a fire to thaw them by.

That afternoon when Laura's papa was getting into the mov-

ing wagon, after he had been out on foot to urge the leaders onward, one of the wheels ran over one of his feet, and it was so badly crushed that he could not get out any more to encourage the horses forward, but had to let them make their way as best they would. They pushed on against the storm, but it was wearily. The slow-walking horses were the only moving things on the great plain that day, except the dog "Fargo," who, white as the snow itself but for the two black spots over his eyes, could hardly be seen as he followed the wagon thru the falling flakes.

He was not at all a pretty dog, for he was coarse-haired and bow-legged, and his eyes were little and red-rimmed, while his mouth was big and red-lipped; but for all that he was good—one of the very best dogs that ever lived.

His puppyship's eyes had first opened in the express office of Wells, Fargo & Co., in the then largest town in the state, and from where, every day, there were shipped a great many bars of gold and silver bullion. His mother, who was very savage, was kept there to guard the company's treasure; and it was the express agent who had given him the name "Fargo" in honor of the company. When Fargo was but six months old he gave him to Laura's papa, little thinking that he was to save a little girl's life. I wonder if his one-time owner, the express agent—who is now warden of the great State prison at San Quentin—remembers dear, homely, faithful Fargo? I can't believe he has forgotten him. Good dogs, like good people, are not so easily dropped out of mind.

When Laura's papa had crossed this same great desert the first time he had gone with the same horses and wagon; but then he had no other companion than the white dog with the two black spots just over his eyes, making him look so odd and, if possible, more homely than he otherwise would have been. But "beauty is only skin deep," and Fargo was good, which was better.

To show how intelligent he was, I must tell you how he guarded some things left in his charge by Laura's father on that first trip.

It was raining, and the wide flats were muddy and miry; the wagon was heavily loaded with things needful for the new home he was to make beyond the desert. Too heavily loaded; for soon it was stuck, fast and tight, in the mud. So some of the

goods were taken out there to lighten the load; and the horses were enabled to pull the wagon a few hundred feet. But again they mired. Then more things were unloaded and they went on. Once more they mired; again more things were taken out and piled beside the road to be gathered up afterward. Continually miring, and unloading little by little, they slowly moved on till the things were strung along the road for nearly a mile. There they would have to be left till he could come back with an empty wagon for them the next day. So, giving Fargo some supper, he left him alone on the plains as night came on, pointing to the scattered things, and making him understand that he was to protect them until he, his master, should come again.

The next day, just before reaching this place on his return, Laura's papa met two men on horseback.

"Is that your dog back there a ways on the road—a big, ugly-looking, white bulldog?" one of them asked.

"Yes, that's my puppy," he answered.

"A puppy! Why, I thought he was an old, well-trained dog!" he exclaimed. "But he is a good one, I tell you! Why, he is patrolling the road as far as those things are scattered along the way like a soldier on duty!"

"Yes," said the other, "and he wouldn't even let either of us ride in the road, but made us keep fifty feet to the outside all the way for the whole mile or more. If we tried to go a little closer he would growl and show his teeth. He just made himself boss over the whole desert."

Fargo had been given a trust, and he very well knew how to fulfill it.

On the same trip, one night when stopping at a station, the stationkeeper there was asked if Fargo might not sleep in the barn on the hay where it was warm. Being given permission he was shown by his master a warm corner to curl down in, and told to be "on guard." Two or three hours afterward the stationkeeper's partner came home and went to the barn to put up his horse; but when he went to get some hay to feed him Fargo refused to let him have any. The dog had been told to be "on guard," and he would let no one but his master touch it. So Laura's father had to get up and dress himself and go to the barn to make Fargo give up possession of the hay.

"If he was my dog," said the man, "a thousand dollars couldn't

buy him from me. In all my life I never saw such a trustworthy dog as he is."

No stranger who ever rode up to the wagon dared even to lay a hand on the wheel. Fargo was kind and gentle to his owners, but he could be ugly and cross to anyone who meddled with the belongings of his master.

No one was molested who let him and his charges alone, but woe to the man who might come to harm the family to whom Fargo gave his allegiance. He would neither accept food nor caresses from a stranger.

This was the dog who was following behind the wagon thru the snow and cold this bitter day on the wide plains.

Late in the afternoon Laura's mamma began to have a terrible fear that her little girl, who had been very ill with typhoid fever just before starting, and was still thin and weak, might perish with the cold. She wrapped her with all the warm things she had in the wagon, still Laura cried with the cold. By and by she stopped crying and said she was sleepy, and her mamma had to keep rousing her from the drowsiness that always comes to those who freeze to death. They rubbed her and worked over her and then her papa called Fargo to the wagon and told him to jump in, and showed him where to lie down close to the little girl.

The dog's body was big and warm, and he curled up tight against her in the blankets and rugs, and—with her head on him, and his paws about her—the heat from his body soon began to warm her own, and so she was saved from perishing in the desert; as she surely would have done if it had not been for good, true Fargo. And so they rode, till out of the blinding mist of snow and the gathering darkness of night there gleamed a light—a candle—in the window of "Murphy's Station," where a woman appeared in the doorway at Laura's papa's "halloo!" and who held up her hands in horrified amaze at the sight of a little girl and her mother coming out of that terrible storm of driving snow and fine sand.

Afterward they learned they had been near it a dozen times, but the desert storm had hidden it from them until now.

Laura was carried in and placed before the wide hearth blazing with a great sagebrush fire. And big, frowsy, kind-hearted Mrs. Murphy fed her "a sup o' broth" which she said she always

"kept hot an' handy over the sthove for thravelers." And, by and by, the little girl began to feel she was herself again.

Mrs. Murphy turned her apron wrong side (clean side) out in honor of her guests; and brushed her hair, which she declared had not been combed for a month, because so few people passed there it "wasn't worth while for the throuble, at all, at all!"

But the travelers were very glad to camp there that last night of their journey, and thaw out their frosted fingers and toes, and ears and noses, by her hospitable hearth. And before the generous warmth of the beautiful fire-glow little Laura and Fargo sat shoulder to shoulder, the best of comrades and firmest of friends from that day ever after.

When morning came the storm had ceased, altho the air, if possible, was colder than ever, but so still that the frost crystals on the sage and greasewood were undisturbed by any slightest breeze to set them falling.

Far up the valley, cold and white as the dead, a noble mountain loomed up in the distance. Wrapped in deep snow from foothills to summit, it rose before them one unbroken sheet of white. Twilight had come before they reached its base; darkness was about them as they entered the long cañon. Then, out of the shadow, came a cordial welcome from the doctor of the town who had come down the cañon to meet them, warned of their approach by Fargo, who had been trotting on ahead. The lights were twinkling about them as they rode into the town. They had reached their new home; the journey was ended. And Laura, and the dog who had saved her from freezing, entered the house together, her fingers linked into his collar.

THE MAGIC VINE.

A FAIRY seed I planted,
So dry and white and old;
There sprang a vine enchanted
With magic flowers of gold.

I watched it, I tended it,
And truly, by and by
It bore a Jack o' Lantern,
And a great Thanksgiving pie.

—Unknown.

INCIDENTS OF A SUMMER'S EXCURSIONS.

CHICAGO is certainly rich in the variety of experiences its different parks afford to school children, deprived of opportunity to visit the genuine country. At Lincoln Park the animals are naturally the chief attraction, and the spontaneous expressions they elicit from the children are so much capital in the equipment of the observing teacher. It is sometimes a matter of surprise to note that a stray rooster, duck, or goat, some creature already familiar, will draw out as many exclamations of delight as the strange and unknown creatures of other lands, until we recall that one of the great joys of life is the unexpected recognition amidst the unfamiliar of some well-known object.

The elephant very obligingly showered himself with bits of straw, while we gazed admiringly at his huge proportions; but the lions and tigers, despite all their great reserve power, were quite inactive. "I do wish," said Miss ——— meditatively, "that that lion would get up and stir around." "Oh, it will Miss ———" responded an eager boy of six, "if you let me go up and pinch its tail." Needless to say, Miss ——— put forth a restraining hand as the boy started to climb the rail.

The sand-pile and duck pond in Washington Park were the objective points on another excursion day, but the trip to the lily ponds gave even greater pleasure. Apperception was quick to name as "boats" the large, circular, rimmed leaves of the far-famed lotus, and indeed all of the floating leaves, and the lovely flowers, aroused exclamations of delight, tho they were speedily overlooked when the gleaming fish of gold were spied. Even the superb animals of Lincoln Park created little excitement compared to that aroused by these active, darting, curving creatures of another element. The man in rubber boots who waded about, decapitating a blossom here, or a faded leaf there, was an object of respectful admiration if not of envy—how easily he could catch one of those shining fish; how strangely indifferent he was. Alas! one of our small boys, unable to withstand the temptation, made a wild grasp at one, and slipped gently into the water, to be fished out by his collar and sent home dripping, but otherwise undam-

aged. His tiny sister hopped nervously up and down in her terror. How could such a wee, inexperienced little tot know anything of the possible danger? Whence came the instinctive appreciation of all that was meant when water closed over the head of a brother? Was it instinct or reason? But the little one's fear was quickly forgotten when brother was seen to be unharmed, and the children's continued joy in the finny tribe was a revelation. We turn with renewed interest to Froebel's explanation, as interpreted by Henrietta Eliot in the Mother-Play motto:

A child regards with new delight
Each living thing that meets his sight;
But when within the limpid stream
He sees the fishes dart and gleam,
Or when, thru pure transparent space
The bird's swift flight he tries to trace,
Their freer motion fills his heart
With joy that seems of it a part,—
A joy that speaks diviner birth,
While yet he treads the ways of earth.

Many hopes had been based on a successful excursion to Jackson Park, and our expectations were more than fulfilled. Long before we could see the lake proper the spray was visible dashing high in air. The embankment reached, the vast stretch of rolling, roaring waters lay before us, and the children gazed in awed silence upon the picture of resistless power. Indeed so powerful was the impression made, that it took some degree of courage on the part of the timid, and a good deal of coaxing on the part of the teacher to induce them to venture upon the beach; but all were finally happily engaged in discovering the possibilities of this unlimited sand-pile. It was significant that the holes which these children proceeded to dig were not wells, nor moats, nor canals, but *sewers*, the only openings in the ground familiar to these children of restricted and barren experiences. But even sewers acquired a charm under the spell of imaginative play.

Rowboats and steamboats were added to the list of objects known to the children, at least by sight, and one simple incident aroused much interest, for on the homeward way a gentleman was seen who gallantly assisted a lady to her seat in the saddle, and then lightly swung himself upon his own beautiful horse. Such splendid galloping horses as our little folk became while crossing the greensward of the midway! tho they quickly turned

into rolling children when the long, broad, boundary slopes were reached. Truly, for exercising various muscles in various ways, there is no better place in Chicago than Jackson Park.

The animals, with their various modes of locomotion, formed a fruitful text for the summer's work, and afforded abundant opportunity for exercising the natural activities of the children and developing their observing powers as well. Animals were modeled, cut from paper, drawn and painted, and their movement dramatized, and to this end the excursions were absolutely necessary and were fruitful indeed to both children and teacher.

PAINT THE SKY FIRST.

A N artist of rare skill
And genius manifold,
Did not outline his picture till,
In tints of blue and gold,
Upon the canvas, lifted high,
He spread the colors of the sky.
And when the sky was done,
He painted all below
To match in every hue and tone,
Until it seemed as tho
The very shadows were in love
With colors copied from above.
But when the work begun
Was finished, 'twas so fine,
They did not think of sky or sun,
But only how divine
The landscape was; how cool and sweet
The spot where lights and shadows meet!
Yes, let the sky come first;
This is the lesson taught:
That lifetime is, alas, the worst
Whose skies are latest wrought.
For, finished with the greatest care,
Something is always lacking there.
God first and Earth the last.
What better rule than this
If thou dost wish the work thou hast
To be a masterpiece,
Whose smallest touches, lightly given
On earth and seas, are toned to Heaven?

—*Julia Harris May.*

SUGGESTIONS FOR THE THANKSGIVING PROGRAM

THE Thanksgiving season approaches, and we give a few suggestions, among which we hope our readers may find some material suited to the particular needs of their children. There are different ways of leading up to the grand climax, and each kindergartner must decide for herself which approach she will take. The harvest side of the subject offers obviously more difficulties to the city than to the country teacher.

One kindergartner and training teacher had had long experience in the Italian quarter of a city's slums. Fruits and vegetables, seen first upon the peddler's cart at the tenement door, were familiar objects. Small parties of little people made purchasing trips to the grocery store, and thus located another station on the long road traveled by the farm products. On another day a trip was taken to the Haymarket. Here the children could see for themselves wagons which had thus been loaded with the good things and beautiful, brought direct from the country. Meanwhile, piled up in the kindergarten was a wonderful pyramid of the harvest bounties, brought by the children themselves. Here they could be seen and enjoyed for a week before the eventful day when they were distributed, to be presented by the child to some friend or relative who would prize the needed gift. It is surely good to rejoice with those who do rejoice. It is essential, when we are truly glad to give others occasion to share our gladness and our gratitude to the great Giver of all.

Another city kindergartner took her children to the markets, and also to the museum, where were fine models of the Indian engaged in the various industries of primitive life. Here also could be seen the wigwam and its furnishings. This visit afforded material for several weeks' work. A tiny village was made on the sand-table, and paper wigwams were set up and small birchbark canoes made and floated. One large pair of moccasins was fashioned, and these were worn by the child who served the lunches. The children were delighted to see how noiselessly they could tread in them; then each one made a pair in miniature out of chamois skin. Baskets too were made, suggested by those

seen in the Indian group, and pottery was attempted, and the pieces baked and colored.

Another time the children cut feathers out of paper, colored them and made them into a gay Indian headdress, as seen on our pennies. Corn was ground between a stone and a hammer, and then mixed, made into cakes and cooked on a frying-pan. Jelly and apple-sauce also were made. The closing day a feast of boiled vegetables was held, suggestive of the farm products.

In the "Songs for Little Children No. 2," by Eleanor Smith, is found a beautiful, simple and childlike "Thanksgiving Song," which would form a basis for the work of the month. The words are:

Summer is gone,
Autumn is here,
This is the harvest
For all the year.
Corn in the crib,
Oats in the bin,
Wheat is all threshed,
Barley drawn in.

Carrots in cellar,
Beets by their side,
Full is the hayloft,—
What fun to ride!
Apples are barreled,
Nuts laid to dry,
Frost on the garden,
Winter is nigh.

Father in Heaven,
Thank thee for all,
Winter and Springtime,
Summer and Fall.
All thine own gifts
To thee we bring,
Help us to praise thee,
Our Heavenly King.

The representation of the fruits in clay and in color, and the construction of bin, crib, wagon, etc., would employ the children thoughtfully and happily, and aid them to understand the song.

STORIES.

The origin of the American Thanksgiving celebration is simply given by Nora A. Smith in the "Story Hour." Emilie Poulsson

gives another version in the "Child's World." Other stories illustrating the true spirit of thankfulness and its expression are "How Patty Gave Thanks," and the poem, "To Whom Shall we Give Thanks?" in the "Child's World." (City children would be interested in connection with the latter in tracing the water from the faucet, thru the pipes, back to the country stream.)

"How the Sparrows were Fed on Thanksgiving Day," by Miss Pingree, in "Kindergarten Stories and Morning Talks"; "The Brook's Song," Alice E. Barrett, *KINDERGARTEN MAGAZINE* for September; "Discontented Guinea Hen," Clara E. Pierson, in "Among the Barnyard People."

SONGS.

Beautiful Thanksgiving Songs are found in the following: "Songs for Little Children," etc., No. 2, Eleanor Smith; "Song Stories for the Kindergarten," Mildred and Patty Hill; "Over the River" is found in "Songs and Games for Little Ones," Jenks & Walker, and in "Merry Songs and Games," by Clara B. Hubbard.

OCCUPATIONS.

Kindergarten material—clay, and water-colors and chalk will be the first occupations to suggest themselves at this season when color and form are so delightfully in evidence.

Paper-folding will give barns and sailing vessels, also envelopes for seeds, and wigwam. Wigwam can be made by cutting away one-fourth of a circle, cutting opening for smoke at top, and inserting sticks into material to represent poles. Cardboard modeling will give more substantial barns, boxes for seeds, bins for oats, corn-cribs (splints for sides), wagon-bodies, etc. Boxes can be decorated with parquetry designs of leaves or fruit as unit of design. Dining-chairs and table can also be made.

In "Stick and Pea Plays," Charles Stuart Pratt tells how to make several objects appropriate to this festival, i. e., the carving knife and fork used by grandpa, a slice of pie, a wishbone, and a turkey running (a large cranberry forms the body of the latter; the tail and wings are each of five sticks graduated in size). The dining-chairs and table can be added to this list. Unless the peas are in just the right condition, play with them tends to nervousness. The teacher should learn to detect at once the approach of the fatigue period and stop before that point is reached.

Outside Materials.—Among these we find apples to cut and

string for drying; jelly can be made at one table, and still other preserves at another. Beautiful chains of cranberries can be made for decoration, and if a garden is an adjunct of your kindergarten, seeds and beans can be collected, sorted, and placed in the boxes or envelopes for preservation till spring. Corn, if soaked till soft, can be strung.

The floral and agricultural advertising pamphlets, Vick's, Vaughn's, etc., will furnish pictures which the children will delight to cut out and paste upon manilla sheets, there to be fastened into booklets, serving as happy reminders of what the harvest season brings. Parquetry designs will decorate the book covers. Miss Glidden's plan of folding paper, placing a leaf thereon and cutting around the edge, gives results varied, interesting and beautiful.

GAMES.

The story of the landing of the Pilgrims and the kindness of Squanto lends itself capitably to dramatization. One teacher dwelling upon the difficulty the white people and Indians had in understanding each other's language found her children interested in experimenting with the sign language as a means of communication. The ever-delightful old song, "Over the River," the children love to dramatize in detail.

If done in a truly reverent spirit the little people derive pleasure and good by playing going to church, and singing there a Thanksgiving song.

"Little Travellers" gives opportunity for suggesting all the different animals and plants associated with the harvest, the horse that plows and draws the hay, the oxen, the fowl, etc., the cornstalks, fruit-trees and grain. "Did You Ever See a Lassie?" will illustrate the harvest industries outdoor and in, and one kindergarten found that marching Indian file gave great pleasure and induced quietness amongst noisy children.

PICTURES.

Among the pictures interesting in this connection are: The Return of the Mayflower, Boughton; The Return to the Farm, Troyon; The Gleaners, Millet; The Gleaner, Jules Breton; At the Watering Trough, Dagnan-Bouveret; Oxen Going to Labor, Troyon; The End of Labor, Breton; The Haymakers, Dupré; The Haymaker, Adan. The above are published by Prang Edu-

cational Co., Boston. The Perry Pictures Co. of Boston also publish similar subjects.

The true disciple of Froebel will not need to be told that thruout this program, every object made, every game played, is given to deepen the child's sense of love and gratitude to his Father God and his brother man. This gathering in of that harvest, which is the result of man's working with God, affords one of the most beautiful opportunities of the kindergartner's year.

WE CANNOT kindle when we will
The fire that in the heart resides,
The spirit bloweth and is still,
In mystery our soul abides:
But tasks in hours of insight will'd
Can be thru hours of gloom fulfilled.

With aching hands and bleeding feet
We dig and heap, lay stone on stone;
We bear the burden and the heat
Of the long day, and wish 'twere done.
Not till the hours of light return
All we have built do we discern.

—*Matthew Arnold.*

"THE inner side of every cloud
Is bright and shining;
I therefore turn my clouds about,
And always wear them inside out,
To show the lining."

—*Unknown.*

HERE AND THERE IN THE KINDERGARTEN FIELD.

The Work of the New York Society for Child Study.—The third annual and the fifth semi-annual meeting of the New York State Society for Child Study was held at Thousand Island Park, N. Y., on Thursday and Friday, July 5-6, 1900. This meeting of the society was held in connection with the annual meeting of the New York State Teachers' Association, and consisted of two sessions. For the first time in the history of child study in the Empire state, this society was given the first general session of the association meeting, in which to present the interests which it has been fostering. At the general session, on the evening of July 5, addresses were made by Pres. John T. Nicholson, of the State Teachers' Association; Supt. Charles R. Skinner, Albany, N. Y.; Prin. Albert Shiels, president of the Child-Study Society; Prof. Charles H. Judd, of New York University, and Prin. Myron T. Scudder, of the New Paltz, State Normal School. An address was made by Dr. S. H. Albro, Fredonia, N. Y., and the annual report of Prof. Edward Franklin Buchner, secretary-treasurer of the Child-Study Society, was read at the session on Friday morning, July 6, after the annual business session. The secretary's report, after giving a critical survey of the changes which are manifest in child study, reviewed the work undertaken by the society during the year, and was, in part, as follows:

The increase in membership has been marked, becoming a multiple of the membership of last year. Most of the members of the society are, as should be expected, residents of New York State, but the influences exerted by the society extend as far south as the Gulf and beyond the Mississippi River. The teachers of the city of New York have been most responsive in the efforts made to increase the membership of the society.

The second feature of the year's work relates to the holding of general and local meetings, at which addresses on subjects pertaining to the work for which the society was organized were made by leaders in the field of education and genetic research. The first of these meetings was a conference held in the Normal College, New York city, on Saturday afternoon and evening, November 11, 1899, in conjunction with the Child-Study Committee of the Normal College Alumnae Association. At this conference addresses were made by the following speakers: "The Child and the Race," by Prof. Edward Howard Griggs; "Mental Development and Movement," by Prof. Charles H. Judd; "The Parent as a Factor in Mental Development," by Dr. Edward L. Thorndyke; "Work for the Winter," by Dr. Edgar Dubs Shimer; "Literature and the Personality of the Child," by Prof. Edward R. Shaw; "The Bearing of Child Study on Method," by Dr. Walter L. Hervey; "The Child and Art," by Dr. James Parton Haney. These sessions were largely attended by the people of Greater New York and vicinity, and the enthusiasm created by the addresses and discussions percolated thru the columns of the public press thruout the entire Atlantic seaboard. This conference was designed to intensify the interest for the practical work during the winter, and the secretary is happy to report that this labor has continued thruout several channels during the year, chief of which is that conducted by means of the Normal College child-study committee, of which the following brief record must be made: Five public meetings were held under its direction at the Normal College, New York, from January to April, at which the subjects of temperament, fear, imitation, movements, and the grading of schools were presented and discussed. Thru the labors of Dr. Jenny B. Merrill, supervisor of kindergartens, New York city, nine public lectures on child-study subjects relating to kindergarten problems were delivered from January to April by representative speakers from various parts of the country.

The year also began with promises of other conferences to be held thruout the state, principally in the larger cities extending from Albany to Buffalo. The first of these conferences had to be abandoned, owing to the unavoidable

absence of Prof. Albert Leonard of Syracuse University, a member of the executive committee of this society, who had generously undertaken the preparation of this meeting. At a later time another conference was arranged to be held in March, or at the time of the spring vacation, but the plans did not reach maturity, and the up-state regions have not received the benefit to which we had looked forward so eagerly at the beginning of the year. The strongest suggestion which the secretary has to offer to the officers and executive committee of the society, is that they promote these conferences as proposed during the past year as one of the best means of definite, practical service to the various communities comprising the state. In addition to the conferences, the officers of the society, among these chiefly the president, have delivered a number of addresses on child-study subjects during the winter before clubs and associations of parents and teachers.

The third item in this annual report relates to that portion of our labor which is more permanent as a record, namely, the literature which has been prepared for the special benefit of the members. That this aim has been kept steadily in mind, and has met with a modicum of realization from the first year of our organization, may be seen from the following list of papers which have been sent out to all members of the years in which the publications were issued:

I. 1, Leaflet on Testing Sight and Hearing and Fatigue; (1897) 2, The History and Constitution of the Society, with articles on; 3, The Relation of the Home and the School in Child Study, by Mrs. M. H. MacElroy, Oswego State Normal School; 4, Child Study for the Practical Teacher, by the late Dr. Louis Galbreath; 5, Child Study in the High School, by Prin. J. G. Allen, Rochester; 6, The Dullard, by J. P. Haney, New York city; 7, Child Study, by a Woman's Club, by Mrs. E. Hastings, New York city; 8, Scientific Child Study, by Prof. E. F. Buchner, New York University. (Reprinted from the report of the superintendent of public instruction, Albany, 1898.)

II. 9, The Attitude of Teachers toward Child Study, by Supt. E. D. Shimer, New York city; 10, Experimental Studies in Memory and Association, by W. A. Dalton, New York city; 11, Children's Views of Punishment, by Supt. H. E. Reed, Utica. (In proceedings of the State Teachers' Association, 1898.) 12, The Daily Program in the Light of Recent Child Study, by Supt. C. L. Marsh, North Tonawanda; 13, Child Study in the High School, by Prin. B. B. Farnsworth, Lancaster; 14, Pupil Study in a High School, by Prin. M. T. Scudder, New Haven. (See *The School Journal* for February 11, 1899, pp. 167-169; and March 11, 1899, pp. 286-288.) 15, Child Study in the Vacation Schools, by Dr. H. S. Curtis, New York city; 16, Child Study on the Playground, by H. S. Curtis (prepared by special request, in *Educational Foundations*, vol. X., Nos. 9 and 10, May, 1899, pp. 513-521; June, 1899, pp. 577-583).

During the past year the secretary has been enabled to fulfill the promise of a special literature which was made at the Utica meeting. At that time a number of papers had been prepared by special request which were to be read by title only, and published later in the year for more detailed and elaborate study by the members of the society, at a time when they could much more easily appropriate the practical values of said papers for their school-room work. Your secretary did not succeed entirely in carrying out his idea that all of this year's literature should comprise articles which would consist of elaborate and critical reports or résumés of the researches of the past few years in the various departments of the field in which our society is interested. Some of the articles mentioned in the following group have realized this aim, and I am glad to report further that this literature has been of very definite aid to its readers, according to reports that have come in.

III. 17, Mental Training in the Primary School, by Dr. Edward L. Thorndyke, New York; 18, Special Studies of the Physical Side of the Kindergarten Child, by Miss Luella A. Palmer, New York city; 19, Child Study and Mothers' Clubs, by Dr. Miriam E. Wheeler, Brooklyn. (See *The School Journal* for December 23, 1899, pp. 693f, 695, and 696.) 20, The Doctrine of Interest in Modern Pedagogy, by Dr. Joseph S. Taylor, Prin. P. S. 19, New York city. (In *Educational Foundations*, vol. XI. No. 6, February, 1900, pp. 338-347). 21,

Reading for Children, by Dr. Sherman Williams, Glens Falls, N. Y. (In *Educational Foundations*, vol. XI., No. 7, March 1900, pp. 424-429. Articles numbered 19, 20, and 21 contained special bibliographies.) 22, Proceedings of the New York State Teachers' Association, 1899, containing the minutes of the society's annual meeting at Utica, 1899.

Looking over the work of the year, your secretary feels that it may safely be said that more has been accomplished during this last year of our organization as a society than in any year preceding. No effort has been made to boom great interests, nor, on the other hand, to undertake the collection of promiscuous data which might be placed under the name of child study. The work of the officers has met with a cordial reception, not only in the Empire state, but thruout the country. It remains for you to be urgent to follow up the positive results of increased interest during the past year by renewed efforts for the years to come. In the first place, members of the association should feel that its interests are their interests, and that it is for them to express that which stirs them most deeply among the aims of the society. Those who are actively laboring in its behalf will cordially welcome general and specific suggestions from every member. A second suggestion for our future activity is that a more definite affiliation should be attempted between the home and the school. It is for us to cultivate an interest in our aim on the part of parents. A third line of activity is to extend efforts toward multiplying the number of centers in which the aims of our undertaking may be represented in public addresses. This can be done most effectively by the society allying itself to the various orders of educational, domestic science, and mothers' clubs, etc., of which there are very many at the present time, making definite provision for conferences and public meetings on matters pertaining to the treatment of children. The outlook of no year has been more promising than that which we are now privileged to enjoy, and I urge upon you the acceptance of the gains of the past year and a renewal of your courage by way of hopes and expectations for the future.—*Edward L. Buchner, Secretary.*

La Crosse, Wis., has two free kindergartens supported by the Free Kindergarten Association, two others supported by individuals and one private kindergarten. Two study classes, the Froebel class and the Child-Study class, have been organized for four years. Mrs. W. S. Cargill, president of the Child-Study class, writes: We organized with a membership of sixteen, composed of mothers, kindergartners, and teachers. The first year the class began with Painter's "History of Education," followed by Baroness Von Bülow's "Child and Child Nature" as a text-book. This gave us a very good general idea of Froebel's laws. In the fall of 1897 we took up the study of the Mother-Play, using Miss Blows' questions published in your magazine. We have continued the study of the Mother-Play since. The work for the year is arranged by a committee that appoints a leader, who conducts the lesson on each play, and also another member whose duty it is to write out the complete answers to the questions on this play. The first lesson is given to the study of the picture, commentary, and song, conducted by the leader. The following week the questions are discussed in class, each member responding in turn. In the third lesson the written answers are read and criticised. On this same day the study of the following picture, commentary, and song is conducted by the next leader. Thus in a month we study two plays. The written answers to Miss Blow's questions have been copied into a book and we have them complete as far as we have studied. The interest of the class has been unflagging, the work has been improving year by year, and we expect to continue next year, beginning with the Trade Songs.

The Free Kindergarten Association has held a bazaar for two years past for the benefit of the free kindergartens.

The child-study class took charge of a booth selling kindergarten materials and books for home use, which were obtained from the Kindergarten Literature Co. and Thomas Charles & Co. We feel that this has been not only suc-

cessful financially, but of considerable educational value. Mothers who bought books and materials the first year were very eager to obtain more the second year, and there was no difficulty in disposing of educational books.

We feel as mothers and kindergartners that this study of the Mother-Play has proved not only of practical value, but has broadened our interest in all educational work.

We take this Opportunity of calling to the attention of our readers the following notice from our editor friend, George P. Brown, president of the Public School Publishing Company, with the hope that all who can be of any assistance in the present crisis will be prompt in so doing:

"TO OUR FRIENDS:

A great fire in Bloomington has destroyed six blocks in the center of the business portion of the city. Among the buildings consumed was the one in which the offices and storeroom of the Public-School Publishing Company were located. The vault containing the accounts of the company and subscription books of *School and Home Education* (formerly the *Public School Journal*) crumbled in the general ruin. A large amount of valuable property, the accumulation of years, is reduced to ashes.

We wish to make known to our old subscribers the fact that our subscription list is practically lost, and to ask them to send us their names and addresses, as near correct as they are able to give, of the date of expiration of their subscriptions. We shall be under great obligations to you if you will make this request public in any way that you can.

You can imagine how difficult an undertaking it is to reproduce a large subscription list when once destroyed, and we thank you in advance for the assistance we know you will cheerfully give us in our efforts to retrieve some of the loss caused by this disaster.

Our supply of books was saved with one or two exceptions, and we can fill orders for them without delay. Public-School Publishing Co.

GEORGE P. BROWN, *President.*"

IN the southern mountains in Kentucky the women of the isolated mountain homes still spin, weave, and dye the homespun "kivers," as did their grandmothers. The material is of wool and cotton woven one yard wide. It can be woven narrower but not wider. The coverlets are made of two strips sewed together so that the pattern, as the weavers say "hits well in the seams." The wool threads are blue, the cotton white, and there are various designs bearing fanciful titles, such as "Dogwood Blossom and Running Vine," "Young Man's Fancy," "Gin'ral Jackson's Army," "Cat-Track and Snail-Path," "Governor's Garden," etc. Many of these designs were doubtless brought over by the pioneers from the Old Country. Berea College is making a positive effort to encourage these fireside industries as being specially adapted to local conditions and as a means by which the women can earn money for the education which they sadly need. The covers make attractive portières and lounge or table throws.

Utility of Drawing.—Here are fifty classes of workers in whose occupations a knowledge of drawing is of special advantage: Architects, artists, astronomers, boat builders, boilermakers, bookbinders, botanists, carpenters, carriage manufacturers, chemists, civil engineers, clock-makers, contractors, decorators, designers, dressmakers, electrical engineers, engine-builders, engravers, farm implement manufacturers, fashion-plate makers, furniture manufacturers, hydraulic engineers, illustrators, inventors, iron-workers, landscape gardeners, lecturers, lithographers, machinery manufacturers, map and chart makers, mechanics, military officers, mining engineers, model-makers, navigators, opticians, patent solicitors, pattern-makers, physicists, publishers, reporters, sculptors, shoe manufacturers, sign painters, steamfitters, stonecutters, surveyors, tailors.—*Modern Art.*

In a *Sunday-School Times* Rebecca Smylie suggests the need of a parental school of expression. She says: "In this school for parents that I would erect alongside the kindergarten, the expression of love would be the whole curriculum. How to find fault—with love. How to correct with love. How to crowd back the impulse to threaten, to punish, to scold, to nag, to frown, till love has had the center of the stage, and spoken with voice and eye and touch.

"We need no coaching in the rhetoric of anger, impatience, contempt. These have a dominating power, and a capacity for expressing themselves that bewilders the helpless child, and often bewilders ourselves when the occasion resumes its rightful proportions. . . . The kindergarten may be the lever with which Archimedes thought to move the world, but parents themselves must supply the missing fulcrum.

THE work of the Brooklyn Public School No. 75 has been, as far as possible, modeled after the kindergarten idea. On Arbor Day, 1891, the first tree was planted in the front yard of the school by the pupils, a representative from each class contributing a spadeful of soil, and the principal of the school, W. S. Mills, dedicated the tree in the following words: "This European linden tree we plant today is dedicated to the memory of Frederick Froebel, the educator and lover of children. If its grateful shade shall survive as long as the youth of America have reason to remember him, it will never die." Florence M. Prince was the kindergartner the past year.

MISS ALICE O'GRADY, of the Normal School of New Britain, Conn., in an address before the Brooklyn institute on "The Value of Humor in Kindergarten Work," said that there is a tendency in kindergartens to bear rather too heavily on the good little camel that helped all the other camels, a danger of moralizing too much altogether. Therefore she had endeavored for some time to enjoy the children's jokes and to supply them with others which they could understand, of not too high a character tho of good quality.

THE greatest need of manual training is not in expensive shops at public expense, but in the home. There are thousands of patient, toiling fathers and mothers whose mistaken kindness permits children to grow up without doing anything for their parents. The boys never carry coal or water, the girls know nothing of needle or broom. They grow up "unthankful and unholy" because in their selfish indulgence they have lived "without natural affection."—*The Ohio Teacher*.

FOUR of the Indianapolis kindergartens were in session thru July. Mrs. Jessie C. Peele, Miss Abbie N. Wilson, Miss Louise Craig, Mrs. Martha Logsdon Coull were the directors. Miss Cornelia Bell and Miss Maude Wrinck, assisted. One hundred and twenty-six persons visited these summer kindergartens. Eight hundred and forty-six friendly neighborhood visits were made by those in charge. Miss Wrinck is kindergartner in the public schools of Rockville, Ind.

THE report of Miss Mary Johnston, secretary of the Free Kindergarten Association of Columbus, shows great progress in the movement since its inauguration, five years ago. The association has already two kindergartens in operation, and expects another this year. There are besides two private kindergartens, directed by Misses Hudson and Hansard, under the auspices of the association. Miss Burnett conducts the training class.

DONALD had been corrected for some slight misconduct, and before the clouds had entirely rolled away he was asking to be given some special pleasure. "I cannot say yet," said mamma. "I'll see how you behave in the meantime." With a smile that was almost angelic Donald responded: "Mamma, dear, there isn't going to be any more *mean* time; I'm going to be good all the time now."—*Youths' Companion*.

MISS ELEANOR DATER has been in charge of the South School Kindergarten of forty children, Waukegan, Ill., during the summer. The kindergarten

was maintained by an association of interested private citizens. Mothers' meetings were held once in two weeks. So successful was her summer work that Miss Dater has been asked to direct a private kindergarten to be opened in the same town in October.

THE program of the Plymouth mother's meetings of Denver, Col., includes among its topics for 1900, "Do vs. Don't," "Art as an Education in the Home," "Child-Study with special reference to Reverence and Obedience," "Promptness vs. Dawdling," "Self-Control and Truthfulness," "Parental Love and Parental Authority," "Giving."

MISS HOWE, director of the Hull House Kindergarten, Chicago, conducted a summer kindergarten in Boston for six weeks. Children's play-toys formed the basis of the season's work. Jumping ropes, clay marbles, marble bags, bean bags, etc., were made, besides a little wooden wagon. Decided progress was made in color work.

MISS WINONA DOUGLASS, member for several years of the faculty of the Indiana Kindergarten and Primary Normal Training School, has resigned to accept a position in the home missionary work of the Congregational Church. She will be an instructor in the Normal School of Wilmington, N. C.

ON November 10, the Philadelphia Training School Alumnae Association will have the pleasure of hearing a lecture by Miss Laura Fisher, of Boston, at the Pennsylvania Art School, Broad and Pine streets. After the lecture there will be a social reunion.—*Agnes M. Fox, President.*

THE Kindergarten Training Class of Cohoes, New York, has been reorganized and made a state training school, and will hereafter be under the direction and supervision of the Department of Public Instruction. Frances M. Crawford is the principal.

GRACE M. ALEXANDER is to be the kindergartner at North Tonawanda, N. Y., this year. Miss Alexander was graduated at the Buffalo kindergarten, and has for four years been an instructor in the kindergarten at Florence, Mass.

MRS. ALICE BARBER STEPHENS, the well-known illustrator, was one of those whose advice was asked and taken when the pictures were selected which decorate the walls of the public school kindergartens of Philadelphia.

MISS FLORENCE GREENWOOD, a graduate of the Albany Normal, and teacher last year in the Delaware Literary Institute at Delhi, has been called to the kindergarten of Westbury Station, N. Y.

MISS BERTHA PAYNE, who is now one of the corps of teachers of the Chicago Institute (Colonel Parker, president), gave a lecture during the summer term on "Kindergartens in Europe."

MISS FANNIE A. SMITH is principal of the Froebel Kindergarten of Bridgeport, Conn.; Bertha B. Newberger is assistant. A training class is conducted under Miss Smith's direction.

THE KINDERGARTEN MAGAZINE has been awarded a grand prize by the Paris Exposition of 1900, as one of the exhibit of United States journals, publications and periodicals.

MISS LUCY E. BROWNING, of Elgin, Ill., has been appointed director of the Kindergarten Training Department of the State Normal School, Winona, Minn.

MISS ROSEMARY BAUM, supervisor of kindergartens in Utica, has won considerable reputation as an author, particularly as a writer of children's stories.

I HAVE enjoyed and profited by the magazine since its second volume, and should feel lost without it now.—*Elizabeth R. Axtell, Pittsfield, Mass.*

MISS LULU WALLACE is in charge of the private kindergarten, Hermosa, Ill., which is connected with the Congregational Church of that place.

THE Oakland (Cal.) Froebel Society has the beginnings of a professional library, twenty-one volumes, which are in actual circulation.

EMPORIUM, PA., opened in the spring its first free kindergarten in connection with its public schools, Miss Nina Bryan in charge.

MISS ANNA FULLER, a graduate of the Louisville (Ky.) Training School, has opened a private kindergarten in Dadeville, Ala.

A PRIVATE kindergarten in charge of the Misses Meredith and Bundy was conducted during the summer at Rushville, Ind.

ON October 2 begins the tenth year of the kindergarten directed by Elizabeth R. Axtell, in Pittsfield, Mass.

THE kindergarten work at the Island Park Assembly, Rome City, Ind., is in charge of Miss Jessie Goodwin.

THERE exists in Germany 861 manual training schools and 1,514 workshops for giving instruction in industry.

MISS IONE VORIS had a private kindergarten in Columbus, Ind., during July and August.

MISS AMALIE HOFER has returned from her trip abroad, and finds it good to be home.

THE Free Kindergarten of Pekin, Ill., is in charge of Miss Myrtle Coleman.



"You ought to be ashamed of yourself."

Illustration from "The Wonderful Wizard of Oz."

SOME BOOKS FOR THE CHILDREN.

THE publishers are on hand early this season, with their new books for the children, and among these we are pleased to note a story by F. W. Baum, who wrote the rhymes for "Father Goose." This new venture, "The Wonderful Wizard of Oz," is in prose, charmingly simple and childlike, while by no means childish. A little girl, Dorothy, and her small dog Toto, are carried by a cyclone to the strange and beautiful country of Oz. Here she meets with many queer people and adventures on her way to the great Wizard who alone can help her back to Kansas. Her fellow-travelers are a Scarecrow in search of brains, and a Tin Woodman who longs for a heart and whose joints need frequent oiling, and a Cowardly Lion whose great desire is to possess courage. They travel together, sharing many dangers, assisting each other when in difficulty, and finally securing, each, his heart's desire. Impossible as are the little girl's odd companions, the magic pen of the writer, ably assisted by the artist's brush, has made them seem very real, and no child but will have a warm corner in his heart for the really thoughtful Scarecrow, the truly tender Tin Woodman, the fearless Cowardly Lion. Delightful humor and rare philosophy are found on every page. The artist, whose fertile invention has so well seconded the author's imagination, is W. W. Denslow, who illustrated "Father Goose." There are 24 full-page illustrations, and 150 text illustrations printed in six different colors, in accordance with a color plan set forth in the story. The publishers are the George M. Hill Co. of Chicago and New York.

"Mother Goose" and "Father Goose" having expressed themselves in verse, we are not altogether surprised to learn that Baby Goose has imitated his elders by rushing into print. "Baby Goose: His Adventures," is the title of the book which is published by Laird & Lee. The verses are by Fannie E. Ostrander, the accompanying designs are by R. W. Hirschert. While it is quite evident that the book is a follower in the line of "Father Goose," we find, for the most part that the rhymes are simple and pleasing, and a few are charmingly fanciful. The drawings are capital, and the color scheme in most cases is excellent. The gosling with "his bundle on his shoulder" and his little cap and trousers is captivating, and will certainly be sought for eagerly, in every picture, by the children. There are one or two verses whose omission would improve the book, however. Respect for his elders is not so strong an element in the American child that we can afford to picture mother as getting "mad" at something; perhaps this is captious criticism, but it is a pity to have any discordant note in a harmony otherwise pleasing.

THE "Animal Alphabet," by Henry Morrow Hyde, is one of the charming children's books of the season. The style and form attract at once all child-book lovers, young and old. The first charm of the book is the beautiful Truth of all the pictures, for they are photographs from life of the animals who are "at home" in the parks. This fact finds recognition at once in the lively interest of the youngsters who have really "seen 'em," and in the others who hope to. The rhymes, hand-lettered by R. C. Campbell, are not the old riddle-me-ree style, but really have good sense and sound reason. Each animal has a whole page for his phiz and his verse, while the opposite page contains a simple, clear description of him and his characteristics. The book is educational in the best sense, and is most heartily indorsed by those who are seeking the best good for the child in the world of books. Published by the George M. Hill Co., Chicago and New York.

ANOTHER successor of "Father Goose" is "Mr. Bunny: His Book," published by Saalfeld Publishing Co. Words by Adah Sutton, illustrated by W. H. Fry.

Some of the rhymes are bright and entirely suited to the child, but very

many are objectionable. The artist, too, in his attempts to be funny has overstepped the line and made the pictures of the comic valentine or *Puck* order. Big feet, big hands and enlarged noses become coarse, rather than funny, unless handled with great discrimination. The real artist is possessed of a fine sense of proportion, and knows when and where to stop. The Brownies of Palmer Cox are absurd, misshapen little creatures, but give an impression quite different from that aroused by the Yellow Kid and its kin. There is a subtle something that makes the one acceptable, the other repugnant. In the book we are considering the coarse is too often in evidence for us to bid it a warm welcome to the children's shelves.

A NEW educational periodical appears this month under the name of the *Journal of Adolescence*. It will deal with the problems peculiar to the period from twelve to eighteen years of age. The editor is Prof. A. H. Yoder, former president of Vincennes University.



'This is a great comfort,' said the Tin Woodman."

Illustration from "The Wonderful Wizard of Oz."





"WILD CATTLE OF CHILLINGHAM," by Sir Edwin Landseer.

KINDERGARTEN MAGAZINE

Vol. XIII.—NOVEMBER, 1900.—No. 3.

NEW SERIES.

A PLEA FOR KINDERGARTENS IN THE SOUTHLAND.

MRS. ANNA MURRAY.

AT the regular monthly meeting of the Chicago Woman's Club, held October 24, the race question was the subject of the afternoon's discussion. At its close Mrs. Anna Murray, of Washington, was introduced. She spoke most eloquently, and was listened to with closest attention and most profound interest. The following is a part of her address:

"The children of the race are the hope of the race, and upon them we must lavish our greatest care if we are to solve aright the great American problem.

"In a recent speech made by President Eliot of Harvard College, he says: 'I believe that the shortest way to improve the life, the character, and the institutions of any people is thru the children. The grown-up people are, so to speak, finished. It is the children who are to be worked upon for the growth of the future, for the increase of liberty, for the increase of happiness and peace.'

"Your own Colonel Parker says: 'The cause of the little child is the greatest cause on earth, compared with which all other causes sink into insignificance.'

"It is the cause of the little colored child of the South for which I plead with you today, both for his own sake and for your own—plead with you, the people of the West, whose hearts should be as fertile as the soil which has enriched and made you great. Plead with you to send to the little children of my race in the Southland that marvelous agency, the kindergarten, which shall re-create and reestablish the home and build up character, which is the only bed-rock of all things strong, masterful, and lasting. Deeply religious, ideally American, beautifully representative of family life in all conditions and relations, the single, true fount of contented individual life, joyful social life, free public life, and the united life of humanity—the kindergarten meets every phase of the race problem.

"In 1892, in the city of Washington, a few thoughtful, intelligent colored women, seeing the weakness of the race, organized themselves into a 'league for the purpose of an enlargement of the womanhood of the race.'

"In 1893, in the city of Boston, 'a New Era' club was organized for the same purpose.

"In 1894, in Tuskegee, a woman's club was formed with the same aim in view. In 1895 a call was issued by the Woman's League of Washington to all affiliated organizations for a national convention to convene in Washington, D. C., on July 14, 15, 16, 1896. Sometime thereafter a call for a national convention was issued by the Woman's Club and the New Era Club, to convene in Washington on July 21, 22, and 23 of the same year. Both were glorious and inspiring in their proceedings. When both conventions adjourned a union of the two was formed, resulting in what is now known as the 'National Association of Colored Women.' You must admit that this effort at organization for the elevation of the womanhood of the race, put forth by the women of a race removed only one generation from the degrading influence of slavery, gave great evidence of the inherent virtue of the colored women. As I listened at those conventions to the reports of varied efforts put forth by earnest, intelligent women from all parts of the country, the conviction settled upon me that the safest and surest way to elevate the race was thru the children of the race by the way of the kindergarten. I induced the Woman's League of Washington City, of which I am a member, to accept this as the basis of all true elevation. On the first day of October, 1896, we opened a training school and two kindergartens.

"As soon as our work was in running order we knocked at the door of our municipality and asked that a recommendation be made to Congress, requesting an appropriation for the kindergarten as a part of our public school system. Commissioner Ross of Illinois, one of the three commissioners who preside over our District affairs, and with whom no argument was necessary as to the merits of the kindergarten, inquired where we would find a sufficient number of trained colored women to take charge of colored kindergartens. When we informed him that we were then training a class of fifteen women he called his stenographer and dictated a letter jointly to our white and colored superintendents, asking them what, in their opinion, would be a sufficient sum to properly inaugurate the work. They immediately responded, asking for \$12,000.

"The white friends had been pleading for years for the kindergarten, but as Congress always makes joint appropriations for all of our schools, and as there were not enough colored women trained for the work, it had not been deemed advisable to approach them upon the matter.

"We sought the coöperation of all the white organizations interested in educational work. Their support was freely given, and they formed the advance guard in our approach upon Congress in July of 1897. By reason of press of other public matters it was not given consideration during that season. In the fall of 1897 we continued our training work with junior and senior class, and obtained permission from the school board to open three free kindergartens in public school buildings. In March, 1898, we opened three more.

"We again sought a recommendation from our commissioner, and followed it ourselves, this time into the halls of Congress. Again the House failed to consider it, and it seemed defeated. Armed with an amendment to the District Appropriation Bill, we approached Senator Mitchell of Wisconsin, who offered the amendment upon the floor of the Senate, thus reinstating the measure. This was followed by personal appeal to the Senate Commissioner on Appropriations. In a brief appeal we presented the kindergarten as the true basis of the uplift of the race, and the chairman of that commission, that grand old man from your border state, Senator Allison, than whom the colored people have no better friend, and whom they love, honor, and trust, aided by Senator Cullom of Illinois, gave it his hearty support, and the measure received favorable action.

"In the conference committee Senator Allison again championed the cause, and by personal appeals to the members of that committee at last we secured the \$12,000 asked for, and the kindergarten was made a part of our public school system. In 1899 we secured \$15,000; in 1900, \$25,000. I expect to see it reach the \$75,000 mark in the next seven years.

"For this work we have prepared twenty-eight colored women, two of whom are teaching kindergartens in the Southland. Eighteen are employed in our public schools; one is in Porto Rico. Of the remaining seven, some of them as mothers took the training as a means of culture, and two have private kindergartens. This training school is the only source of supply upon which Washington can depend. We have enrolled this fall eighteen students, most of whom are teachers in the various departments of our public schools. There is a very great dearth of colored women prepared for this field of usefulness. With Washington secure we must do more. We must send this gospel with healing on its wings into the Southland. In order to do this wisely and well, and avoid the prodigious error thru which education in that section has suffered, we must bring carefully selected and well-educated women from the South, train them and send them back to begin the work of regeneration for the race whose fate is bound up in yours. To do this we must have funds. First, we must prepare kindergarten teachers; then we must look to establishing the kindergarten on a continuous and universal basis, and

to that end I have a bill prepared which I shall present to Congress at the proper time, asking that the \$14,000,000 now in the treasury of the United States, the proceeds arising from the sale of captured cotton and abandoned lands in the states lately in "rebellion," be appropriated for the establishment of kindergartens equally among white and colored children. These moneys represent the white man's rightful property and the black man's labor. The South may spend its \$700,000,000 in public schools for the education of their colored children; the North may pour its thousands for the higher education; but long before the child reaches the first or dreams of the second the work has been done which makes of him either a useful citizen or a worse than useless drag upon society and his race.

"Oh if the American people could only realize what a magnificent and incontrovertible argument they have for universal liberty in my people! We brought to you no legacy of civilization, as is the portion of all other people whom you welcome to your shores. You have the only opportunity the world offers to prove that immortal declaration: 'All men are created equal,' and thru right training may attain to that elevation which finds its highest expression in unity with God. May it not be that He who holds the destinies of nations in his hands sent you the negro that thru him you might prove and lead all men in the way of His truth? Have we not in the few short years of limited opportunity demonstrated a capacity for the highest development? True, slavery stifled a number of germs absolutely necessary to the well-being of any race, but it failed to suppress gifts like that of music, divinest of gifts. It failed to stifle certain inherent virtues, such as faithfulness, philosophic contentment, and that divinest of all human attributes, the spirit of forgiveness. What other peoples, one-third as strong, who when they were reviled, reviled not again?

"If indeed there be any parallel between our history and that of the children of Israel, the end of our apprenticeship is not far off.

"It is significant to me, in the light of the leading nations' present attitude toward the darker races of mankind, that by the mouth of the prophet Isaiah He has promised to set His hand again the second time to gather together from the islands of the sea, and from the four corners of the earth, the despised and rejected of His people, and a little child shall lead them. On the other hand, if the sacred record is but a type of the development of all people, then have you greater need to build us up. For it hath been ordained of God that unto the fathers and their seed after them shall be given the country for an inheritance. So thoroly has the blood of American fathers been infused into our veins, that of the unnumbered millions of colored people only two millions retain the hue of their African ancestry. The stream of amalgamation started with the institution of slavery has attained

the force of the river as it enters the sea. It cannot be turned back. You have no question of emigration or colonization or extermination, but one of absolute absorption.

"Is it not then the part of wisdom to train us up in all the ways of your civilization that we may worthily perpetuate the same? With the kindergarten universal in the Southland her waste places shall blossom as the rose, and life, law, liberty, and family sanctity be venerated. Lift up with the kindergarten your colored people wherever they may be found, and thus, by the power of noble example within your borderland, you shall lift up all without your borderland into the civilization which you may possess.

"Gird yourself for this duty of the stronger toward the weaker. You have written upon your outer walls that all the world may read: 'All men are created equal and entitled to life, liberty, and the pursuit of happiness.' Write the same law within your hearts, that in the final analysis it may not be said of you: 'Thou art weighed in the balance and found wanting.'

"With the kindergarten as the basis of our national education America's sun shall never set."

THE OPEN HEART.

WOULD you understand
 The language with no word,
 The speech of brook and bird,
 Of waves along the sand?

Would you make your own
 The meaning of the leaves,
 The song the silence weaves
 Where little winds made moan?

Would you know how sweet
 The falling of the rill,
 The calling on the hill—
 All tunes the days repeat?

Neither alms nor art,
 No toil, can help you hear;
 The secret of the ear
 Is in the open heart.

—John Vance Cheney, in *Century*.

A TRIP TO INDIAN-LAND.

HELEN KEELING MILLS.

THERE is one belief which most Americans hold, namely, that to find the picturesque, the unique, and the romance of life, one must cross the water; that the artist, the poet, the journalist, the tired worker and the pleasure-seeker will, in this land of contract buildings, prosaic clothing, Irish servants, trolley cars, and sudden fortunes, search in vain for historic interest, quaint old villages, brilliant costumes, and the curious customs and manners of life which ever prove such an interest and delight in the countries of the Eastern world. This is in the main undoubtedly true; but there is, at least, one comparatively unknown corner in this vast land of ours where just those delights can be found—a bit of country dear to the scientists and written of by them, but unexplored by the great traveling public.

Two months ago a little party of four made a short pilgrimage to some of the pueblos of Central New Mexico under the guidance of a friend, who knows well and loves that country and its gentle people. A young Englishwoman making her first visit to America, two kindergartners, a clergyman, and an artist forming a company of congenial spirits, expecting the best, prepared for the worst, and with the firm determination of enjoying themselves in any event, left Denver in the wee hours one morning and traveled southward past the splendid Spanish Peaks, thru Santa Fé and Albuquerque, to arrive toward midnight at Laguna. Laguna is one of the largest pueblos (villages), but being on the railroad has become somewhat Americanized, inasmuch as one finds there pottery and blankets made for sale, and a capacity for driving a bargain undreamed of by the Indians further back in the country, where the price of an article is regulated by its worth and gravely stated as such. We stopped only long enough the next morning to empty our valises of all not absolutely necessary articles, leaving them in charge of our Indian hostess, and to pack into a large farm wagon cooking utensils and tin dishes (as few as possible), and enough canned food and bacon to last a week. We were joined by the young government official, who with one of our party rode ahead on ponies while we slowly followed, keeping to the

sandy trail. Let me say here that August is, curiously enough, the best and coolest summer month for visiting this country. It was a most wonderful drive twenty miles to Acoma in the heart of the country, over the plains of yellowish sandy soil, sparsely covered by a sage colored grass, giving the effect of changeable silk. On both sides and ahead rose line after line of gigantic mesas, their vast flat tops and magnificently slanting incurving sides resembling the profile of a man of war. There were no trees except a few scrub firs and peycenes, but wonderful rock erosions of fantastic shapes looking, as they lay on the plain with the mesas looming far above them, like good sized boulders, tho in reality of such dimensions as to dwarf the gateway in the Garden of the Gods. One lost all sense of proportion, but under the intense blue sky the soft earth colors and dull greens never distracted the eye from the splendid inward, upward sweeping lines, ending so calmly in great tablelands, while far to the right, like blue clouds low in the sky, were the curves of the distant mountains. Superb serenity, solemn peace reigned in absolute stillness. Sixteen miles of this uncivilized and equally unsavage beauty, and we were beneath the Enchanted Mesa.

Here, says the legend of little doubted authenticity, lived the Acoma Indians until eight hundred years ago. They farmed on the plains then as now, but had their city on this stone cylinder, some seven hundred feet high, which could be ascended only by one trail, and that as nearly inaccessible as possible for the sake of protection. One day when all the inhabitants but three sick women were at work on their farms, the face of the rock fell away just where the trail lay, and the Acomas were homeless. Ascent being quite impossible, even for an Indian, they moved to their present quarters on a mesa some three hundred feet high, distant from their old home about four miles; and here they were found by the Spaniards in 1540, living much as they do today, according to the old records, sleeping on beds, having houses three and four stories high, with windows; wearing wool and cotton clothing, turquoise and emeralds. It is almost an established fact that the Pueblos are descendants of the Aztecs, and therefore possess the remnants of an advanced civilization.

Early in the afternoon we climbed the trail, preceded, followed, surrounded by a swarm of red skinned, smiling babies in crimson garments and streaming black hair, ranging apparently from ten

days to as many years, who playfully invited us to join their pranks on sandbanks and impossible looking rocks. And when the top of that muscle developing, breathless trail was reached, and we were in Acoma, we seemed transported to the far East, so like the pictures of villages in the Holy Land were those white adobe houses with their flat roofs and deep shadows gleaming against a burning blue sky. Rock and adobe everywhere, not a leaf or blade of grass.

Where to live was a question of deep import, and after sitting in the street some time, while the men hunted the interpreter and smiling "Amegoes" (friends) viewed us, we were conducted to the house of the governor-general, who was not at home, but whose family carried in our miscellaneous baggage and, giving us chairs, looked a welcome. But pray do not suppose we were to stay there, not at all; we were only cared for while some mysterious, solemn conclave was being held regarding our disposal. Business is conducted at a quiet, reasonable pace, and without any unnecessary haste in Pueblo-land, so it was nearing sunset when we learned that the sacristan of the two-hundred-year-old Spanish church was to take us in, and thither we joyfully moved, for the prospect of supper had become thrilling. What words can describe the hospitable, kindly, radiant old fellow, whose uncomprehending delight in our conversation and intense interest in all our doings made it evidently very difficult to tear himself away from us at any time. His handsome, picturesque son Joseph, who spoke "a little American," and the wife and daughter whose speech seemed a series of ejaculatory squeaks, need an artist's notebook.

Our apartments consisted of one enormous room on the ground floor and the street without. The room was dotted in three corners by double beds, which looked about as large as dominoes, and which with a table, shelves, benches and chairs, completed our accommodations. Our stove was a bonfire of sticks on the stones outside, the building of which occasioned much friendly mirth on all the roofs within view, for a white man's fire is a strange and stupid creation. I must mention here that as each story is more shallow than the one below it, leaving a sort of adobe yard in front, there is ample accommodation for watching all that goes on in the streets below, and the watchers make most charming pictures. By the time our first meal was cooked there was a silent and absorbed circle around the fire, most of whom came in with

us and sat in silence on their heels about the room while we ate. We never had a meal without at least seven visitors, and twice that number was not unusual, while thirty-seven helped us pack the morning we left, dress-suit cases and an astonishing amount of Acoma pottery being the drawing cards. After all the dishes were skillfully washed (and clean) in a quart of water, by the genius who always took that matter into her own hands, we managed with the aid of Joseph, the interpreter, and our guiding angel's Indian-Spanish, to convey to our host the idea that we believed a curtain across the back of the room would be an improvement, upon which he produced the canvas top of a prairie schooner, and behold three of us had a nice little room to ourselves, an arrangement which filled our friends with polite amazement and respectful awe, for tho a closed window or door has no meaning for them different from that which an open one conveys, the canvas curtain was never approached, nor was there once any discourtesy, for these people have beautiful, gentle manners; kindly, hospitable, and generous natures.

Every drop of water, except after a rainfall, is carried by the women on their heads, in decorated jars called oyas, from a spring one mile distant, and yet its use tho careful is sufficient, and even the children and babies are clean. The skin on the women's hands is exquisitely soft and fine, and their touch so delicate that when with a timid, sympathetic smile they felt one's wearing apparel it was scarcely noticeable. Their own costume is picturesque, but gives the impression of discomfort, for the leggins look very heavy and hot, tho I believe they are not, and the skirts are so narrow that a short-stepping, shuffling gait is necessary. The leggins are long strips of buckskin wound round and round from ankle to knee, making a large, straight cylinder, which gives to the foot the appearance of Chinese smallness, because only half of it shows. A scarlet woolen petticoat meets the leggins, over which is one a little shorter of white cotton with a lace or drawn-work edge, and the waist is of red or white cotton ornamented the same way. Over all is worn the manta, a much-prized article, as the best ones are made by the Indians in the Grand Cañon in Arizona, and the price there is \$10 or \$12. It is a long, full blanket of a diagonal weave, very dark blue and black, which is put under the left arm, the corners fastened on the right shoulder and the edges joined under the right arm down the side, the one piece thus forming

a sort of low-necked bodice and skirt shorter than the others. Across the back, from shoulder to shoulder, is fastened a large, brilliant colored square; a silk handkerchief is preferred, which hangs down straight, or flies in the wind in a way which somehow gives a touch of humor to the figure. But the most attractive part of the costume is so only by virtue of the way it is used, and to do the Indian woman justice I did not see one who failed to appreciate its possibilities; I mean a common, bright-colored, woolen shawl thrown over the head. By the aid of this and their beautiful eyes they flirted most delightfully with us women, as well as the men; darting shy, laughing glances at us while they tried to pronounce some English word, and then, suddenly overcome by embarrassment and coquetry, disappeared in the folds of drapery, till only the charming droop and turn of the head could be seen. Which may go to prove a rumor I have elsewhere heard, that the biggest flirts make the best of wives, for the home-life of the Pueblo Indian is beautiful, the children are the center of the family, and the men are often seen caring for the babies with as much gentle pride as the mothers and grand-dames.

Sunday the great fall festival was to take place, the rain-dance, and by Saturday night the town was full of Mexicans, birds of ill-omen and evil faces, bringing with them whiskey and gaming tables. The wise old governor-general had, weeks before, issued a proclamation that Mexicans were welcome, but drink and cards must be left behind; and he, with the important men of the town, had applied to the U. S. government official for help, the fortunate result being that with the vigilance of the committee and the assistance the men of our party were able to give, the intruders found it wise to leave on Sunday. A remarkable day that Sunday proved. We had applied the day before for permission to hold services in the old adobe church, and the governor-general being satisfied that we worshiped the same God as did the absent Spanish priest, and having struggled with the idea that we were English Catholics, not Roman, and having sent a delegate to see the English Catholic priest's vestments (the sight of which at last persuaded them, for they insisted that we were joking when asserting that the large muscular man in a "roughing it" costume was a clergyman-priest), the permission was granted. The church which, except in the chancel, is entirely devoid of furniture and ornament, was empty when we entered but for one figure. Just

inside the chancel rail stood a tall Indian wrapped in his blanket, and there remained motionless, silent and alert, during the communion service, a statue on guard.

Before we had finished breakfast the day's festivities began, and we had a most interesting example of the Roman method of uniting Christianity and heathen worship. The priests finding that certain beliefs and ceremonies could not be eliminated wisely hastened to give them the sanction of the church, and found saints' days for all important occasions, so that as the Acoma rain-dance falls on September 2 it is now dedicated to St. Stephen of Hungary, whose image occupies a prominent place in the church. This image was carried in procession, with much ceremony, beneath a blue silk canopy, thru the streets to its outdoor shrine while a chorus went before; the tum-tum was played and guns fired to keep all devils off the line of march. The shrine was dressed with ceremonial blankets and boughs of shaking aspen, brought from a great distance; and at each side were long benches on which sat all day Indian dignitaries in gala costume, while just outside stood the old war chief, a magnificent specimen of manhood in war dress, leaning on his gun. From time to time women came carrying large baskets on their heads filled with offerings of fresh bread and fruit; these the old chief received with kindly dignity, and placed at the foot of the image. Later in the day these offerings were thrown into the crowds of visiting Indians, both friends and traditional enemies, and were scrambled for as candy would be by a lot of school children.

Occasionally the chief would gather together a dozen or more little boys and bring them in to pay their devotions, and often there were groups of Mexican women all in black, with shawls over their heads, chanting long prayers and swaying back and forth to the rhythm. The dance began at noon and lasted till sunset, two sets of dancers alternating. There were about eight men and eight women in each set, in a double line; two men first, next two women, this arrangement being repeated to the end. The women, carrying yellow bouquets, were dressed much as usual, with the addition of quantities of turquoises, coral and silver necklaces, various other silver ornaments, and most astounding wooden headdresses, which reduced their gait to a mere raising of the toes from the ground, the only other motion being a raising and lowering of the forearm from a horizontal to an upright position.

The men were stripped to the waist, their bodies painted and hung with superb necklaces. Round their waists and arms were bands of buckskin stained turquoise blue, trimmed with bunches of green leaves. Over their white cotton trousers, below the buckskin belt, was another made of seven or eight splendid silver disks, each disk hammered out of three silver dollars. A band of bright silk bound round the forehead kept the long hair from blowing in their eyes, and was the only headdress. The men raised their knees very high in stepping, and as one of our party said, "It is not a putting down of the foot, but lifting it." The figures not much varied were danced before St. Stephen, the music being the old chant to the heathen gods for a good harvest and for rain. The song had more than rhythm, there were several distinct themes of difficult and elusive intervals, and some splendid harmonies, the whole being solemnly, not lightly, weird. It is an interesting fact that to the present day, that altho the Acomas have accepted such Christian doctrines as they think fit, they still hold feasts and ceremonies in their old sacred, heathen building to which no white man has ever been admitted, the import of which has never been revealed, nor the ceremony described. The dance ended in a steady downpour, which occasioned much rejoicing; St. Stephen was returned to his usual quarters, and the populace retired indoors, preparatory to the next day's migration, for Acoma is the winter residence whither they all returned for their festival from their farming village Acomita, twenty miles away, where the soil is more fertile.

The art life of the Acomas is in their pottery, which is beautiful in shape and fine in color. The clay is a soft light yellow, the painting black and deep terra cotta, the designs being both symbolic and geometric, the latter of remarkable accuracy, by eye-measurement only.

We left the next day for other pueblos, carrying off much pottery and a warm spot in our hearts for the simple, friendly, child-like people to whom we were "Amegoes."

BACK of the loaf is the snowy flour,
And back of the flour the mill;
And back of the mill is the wheat and the shower
And the sun and the Father's will.

—*M. D. Babcock.*

PUBLIC SCHOOL PROGRESS.

(One of a course of lectures on American Municipal Progress, by Prof. Charles Zeublin, reported in longhand.)

PUBLIC SCHOOL PROGRESS was the subject of a lecture addressed to the Cook County Teachers' Association of Chicago, by Prof. Charles Zeublin, on October 13.

It was illustrated with stereopticon pictures and presented in graphic form various phases of the new trend in educational ideals and methods. "This general progress and change in educational matters is coincident with and dependent upon the widespread change and advance in industrial conditions," said the speaker. Such is the prevailing unrest and such the rapidity with which conditions change in the industrial world, that the kind of education which met the needs of the people a few years ago does not suffice now. Be a trade education ever so good, the trade is often gone when the child has grown to be a man. What education should do now is to prepare for life in general, without training for any specific vocation. Education should keep us as near to the home as possible. That is the best which unites more closely home, school, and industry. This is being accomplished by modern methods.

The newer subjects of instruction are those which were formerly acquired at home, but which modern industrial and urban life have largely eliminated from the household.

Professor Zeublin then stated that while his illustrations were taken from several cities, the greater number exhibited the work done in Washington schools for three reasons: First, because they were the best public schools he had seen; second, because they were recently under the fire of the United States senate; third, because the pictures were the best he had been able to obtain. Those who were fortunate enough to see the pictures thus thrown on the magic screen will agree that they were most interesting and full of encouragement to the student of sociology. In training for life in the world the speaker said, that in the beginning there should be given enlightenment in regard to that life; the children should be given the keynote of all life—evolution.

NATURE WORK.

To build this foundation we can and should begin with the child's immediate environment. The city of Washington affords

unusually excellent opportunities for this kind of study. From the elevations of great buildings, like the Congressional Library or Capitol, a splendid view is obtained of the surrounding city. Relief maps are essentials for such study, and mention was made of a fine relief map of Chicago, to be seen in the Field Museum, and which all teachers should see.

Geological formations, the process of erosion, etc., can be studied in the environs of Washington; while in her museums the evolutions of methods of transportation can be observed, and different phases of primitive life as well. Her zoölogical gardens mark a new step in the arrangement and management of menageries. Here the animals are given the maximum of freedom possible in captivity, and children may obtain from their study of animals under such natural surroundings much more correct ideas than are obtained by giving a peanut to a chained elephant in the park. From their study of the beaver in his native haunts hints can be received which may even be applied to human sociological problems. One picture showed a group of children observing the dam of a beaver colony.

Ernest Seton Thompson describes this fascinating zoölogical home in the *Century* for March.

Another picture was a fine dog, whose characteristics were being studied by an eager class. Here Professor Zeublin put in a plea for a suitable home for domestic animals, where city children could become acquainted with our useful farm friends as they look and live under representative conditions.

Here the professor made scathing reference to that famed teacher who was so blind to her opportunities that when Mary's little lamb followed her to school she actually "turned it out," instead of making it serve an educational purpose.

More emphasis should be laid upon the value of the graphic in education, and a picture showed a group of children studying a fountain whose subject was a fine interpretation of Neptune. Thus ideas of mythology were given in a way to make the study of vital interest. Visits were made to the public library and the children were taught how to make use of library books, indices, etc. A visit to the Supreme Court was an appropriate occasion for instilling and cultivating patriotic ideas.

The kindergartens spent much time out of doors, as the name indicates they should. "It is absurd to have kindergarten in-

doors," said the speaker. Several pictures showed different groups delightfully unconscious of being "taken" by the photographer, as they played being caterpillars and butterflies.

But the pictures were not all taken from Washington school life. Several reproduced the good work done in Philadelphia, particularly at the Girls' Normal School, where good nature study work is accomplished. Indeed, the facilities for all kinds of modern educational methods are exceptional here. The examples of the children's biological work sent to the Paris exposition, illustrated both the average work and the best work done. One picture showed a group studying the clouds; another picture a boy with a tame butterfly resting on his hand. Still other children were studying deserted birds' nests they had been allowed to take from the trees in the park. An experiment with steam was being carried on by one group of small children, and others were studying the characteristics of different kinds of wood. Still another showed a cluster of interested children gathered round a beehive, and thus learning at first hand something of the life, habits, and social customs of these little communists. Here the professor related the story of the city child who, on first visiting the country continually betrayed a humiliating ignorance of country experiences. On coming down to breakfast one morning, a delicious dish of golden honey greeted her pleased eyes. This was an opportunity to show she did know something of farm life, so she said in assumed nonchalance, "Ah, I see you keep a bee." For how long will this story be typical?

MANUAL TRAINING.

In the industrial departments we were given glimpses into the sewing and cooking rooms. Some of the little baby garments made in the first were the result of the coöperative work of the children. Thru thus together making certain garments they were enabled to appreciate some of the gains of coöperation. One of the cooking school slides pictured a class of colored students directed by a colored teacher, and Professor Zeublin here remarked that the colored teachers were most efficient, and were doing excellent work. Experience has proved that the white and colored races can meet on this ground if on no other. These kitchen-gardens, and other manual training departments, are important, because they emphasize the dignity of labor. Again, the departure from the home of so many of the old-time

home industries, and the entrance of the daily newspaper with its large proportion of literary instruction, make a kind of exchange necessary. We need now to lay more stress upon instruction in these educational home occupations, and to accomplish this can forego, if necessary, some of the prevalent instruction along purely literary lines.

VACATION SCHOOLS.

Pictures of vacation schools touched upon another phase of modern educational advancement. And still another indication of the spirit of the times was shown by a glimpse into the fine commercial department of the Pittsburg High School.

SCHOOL DISCIPLINE.

The value of the fire drill was recommended not only as a means of safety when danger threatens, but as a legitimate and interesting exercise for discipline's sake, and here the lecturer seized occasion to speak of the very modern idea of self-government in schools, and a picture was shown of boys and girls of the Hyde Park High School, Chicago, voting upon some school question. "Children are too intelligent today to be governed in the old way. We need more intelligent teachers. You cannot learn citizenship from books, but only by constant exercise," were some of the strong statements here made.

RECREATION AND ATHLETICS.

The value of the sand-bin and of the school yard as educational instruments, especially when the latter is supplied with gymnastic apparatus, was pointed out. Mention was made of one school yard that had to be abandoned because the people of the neighborhood complained of the noise; but as a rule the neighborhood parents rejoice in a usable school yard, which in the end is a great economy.

Some schools in New York employ a flag drill which affords physical exercise and at the same time inculcates a love for country. In Washington, calisthenics and wand exercises are taken out of doors with excellent results physically. The school lunch-room has also proved a great success where tried; not only does it make an excellent substitute for the alluring tho unhygienic bakery and candy store, but affords opportunities for social intercourse which is an important educational advantage. Those little refinements of manner which add so much to the

ease and pleasure of social life can here be exercised. In educational institutions this is especially good.

DEVOTION OF THE SCHOOL BUILDING TO OTHER PUBLIC USES.

The free lecture system has proved a great success in New York city, where 500,000 persons have attended those given in the public schools. In Chicago the Jones School has been used for social ends.

ART TEACHING AND BEAUTIFYING SCHOOL BUILDINGS.

The schools have made great progress also in the teaching of art. The response of colored pupils to art instruction is particularly noteworthy, and is a fact well worth the consideration of educators. In the St. Paul Mechanics' Art School very fine creative art work has been done, and high school children of that city have succeeded in making excellent portrait busts.

ARCHITECTURE.

Present-day school architecture also exemplifies the spirit of educational progress. Beautiful school buildings with well-made, tastefully-tinted walls, and with fine grounds whose shrubbery and flowers are respected by the children, are the pride of many cities and villages.

In one of the St. Louis schools a beautiful stained glass door forms the attractive entrance to the kindergarten room. Small medallions of Pestalozzi and Froebel form a part of the design. An unusually beautiful and appropriate frieze decorates the kindergarten room, "and the one purpose of all this thoughtful conjunction of the beautiful and harmonious is the elevation of the little child."

NATURE'S MIRACLE.

HE who loves not a noble tree
 No fellowship may claim from me;
 Deep in the earth its great roots spread,
 But heaven's own blue surrounds its head.
 It holds the joy of summer morn,
 The strength of winter's wildest born;
 God's birds find shelter in its arms,
 Secure from everything that harms.
 It bows when south winds wander past,
 But breasts unharmed the fiercest blast.
 'Tis nature's miracle to me,
 Her fairest work—a noble tree.

—*Ninette M. Lowater, in New York Sun.*

EDUCATION IN JAPAN.

LOUISE E. DEW.

OF late years the government of Japan has undergone great changes, and education is now compulsory, or to be more accurate, every child between the age of five and fourteen is enrolled in the public schools and is supposed to attend regularly. Unfortunately the law is not always enforced, for child labor is the rule among the poorer classes, there being very few children of more than three or four years of age who are allowed to spend the day in idleness. These mites not only "tend babies," but the stores and factories are filled with them; in fact they are employed to do work that is never attempted in the United States or Europe, except in Switzerland.

Child labor is not only to be seen in the shops and factories, but in the fields as well, which, after all, is far more preferable than the indoor work. In riding across the country one sees little groups of children picking rice or tea, as the case may be, weeding the garden, or preparing the vegetable packs for market.

In the tea go-downs, where all exported tea is fired or dried before shipment, the work is done by the poorer class of Japanese, tho machinery is fast taking the place of hand labor. However, even yet one may see hundreds of girls and women at work in these places, their children who are too young to stay at home alone lying beside the mother's charcoal pan, playing with the tea stubs. One cannot help but feel as if there ought to be some way of getting these wee tots into the free kindergartens, where they can be taken care of.

Besides the public schools, there are scores of private and mission schools in Japan, the former being equal to those of America, and the government employs foreign teachers in even the remotest provincial districts. The kindergartens are particularly well sustained, and here the little people go, especially the children of the well-to-do Japanese, attended by their *amah* (nurse) or an older brother and sister.

It would be difficult to picture a prettier sight than a group of these tiny people sitting demurely before the low tables with

folded hands, or marching about in their long-sleeved *kimonos*, looking as dignified as their elders. The blocks are taken from the teacher with a low bow, and the pupils, in turn, present them to one another with formal salutes, as if they were at court.

Under the shadow of the emperor's palace in Tokyo is the state normal school, and attached to it is one of the finest kindergartens in Dai Nippon. Besides being trained for their future profession by teaching the children of the elementary school, the girl students of the Shihan-Gakko are also trained to teach in the neighboring kindergarten—and a delightful place it is, with its large sunny rooms, where stacks of the most ingenious educational toys are piled upon the shelves for daily use.

As early as seven o'clock in the morning the streets of the cities and villages are alive with boys and girls clattering along on their *geta* (clogs), with books, lunch baskets and *sorobans* in hand. Some go to the kindergarten and primary schools, others to the grammar, high, or normal schools. Instead of a bell a drum is beaten to summon the pupils to school, where they march in single file, and with a reverential bow to the teacher, exclaim, "Ohayo Sensei!" (Good morning, teacher).

Nowhere is the task of instructing less onerous than in Japan, for teachers everywhere are held in high esteem. Should a pupil betray even the slightest symptom of weariness or inattention during school hours he would feel himself disgraced. To such strict principles of education, transmitted from generation to generation, the Japanese people perhaps owe their peculiar equanimity of character and courtliness of manner. From their infancy children are trained to habits of implicit obedience in the home, the foundation of Japanese social order, which, independent of its beneficial effects on their future character, prevents in a great measure the necessity of punishment. It is needless to say this saves the teacher an endless amount of trouble in securing the attention and docility of his pupils. Indeed, there is a painful earnestness in the old-fashioned faces which bend over the reading and writing books. Writing is taught very young children, as the art can only be acquired with difficulty in later life. It is done with a camel's hair brush dipped in India ink and applied to very soft paper. The brush is held near the top, so the hand has no support, hence the necessity of mastering the hieroglyphs in early life, while the muscles are pliable. The writing of girls

differs from that of boys, being more of a running hand and containing many abbreviations and expressions not in use among boys.

Perhaps one reason that the Japanese covet the accomplishment of being a good penman, is because a famous scroll writer is able to earn a large sum of money with a few strokes of his brush, consequently he is looked up to like a celebrated painter.

School boys usually propose penmanship contests, and how they work to outwrite one another! Instead of each having an individual sheet of paper, or a writing book, one large piece of paper is placed before them, and each child takes his or her turn in writing his favorite character. The paper is then taken to the teacher to pass upon. Sometimes the best specimens are framed and hung on the walls of a public temple of Tenjin, who, by the way, is the god of penmanship. Most boys have a private shrine of Tenjin San, before whose clay image is placed rice and rice beer in tiny earthen bottles. Each night a lamp is lit and set before the altar to invoke the interest of the god.

As the common school system has been only recently adopted, one still has opportunities to see old-fashioned schools in some of the inland towns. The equipments of such an institution consist of a low table, a cushion to squat upon, and a chest for the paper, copy-books, and writing utensils. When not in use the latter repose in a small box. A stone ink bottle, a cake of India ink, an earthen water bottle and brushes are the necessary implements. When ink is needed the pupil pours a little water in the hollow of the stone vessel, and the India ink is rubbed on it until the surface is black. The young penman takes a look at the characters in the copy-book, and attempts to trace the same in a separate book, paying the strictest attention to every particular. In this way he learns the alphabet of forty-eight letters—not an easy task, as one who has seen the hieroglyphs can imagine.

The Japanese copy-books are very different from ours, being made of tenacious soft paper, such as one only gets in that country. Each of the forty-eight characters has to be studied separately, and written large to know where to give a bold stroke and where a mild, as the shading often determines the letter.

Ito, my landlord's son, generally came home from school with his face daubed as a result of his endeavors to master the art of chirography. His ink-drenched copy-books were sometimes

placed in the kitchen to dry over night, or on Saturdays they were weighted down to dry on the piazza in the sunshine. Those were days when we were forced to walk circumspectly! The day following the much prized efforts were submitted to his teacher for correction in red ink, and often his little heart was made very sore by sundry scarlet marks on the margin. Nevertheless this slight humiliation never did him any harm, for like all Japanese lads he had an excess of pride that made him appear somewhat egotistical.

A knowledge of penmanship and arithmetic is all that is required of a man of business; only professional men are expected to read Chinese, just as we study Latin and Greek.

Ito's father and mother were ambitious for him, and he was destined for a profession, a fact of which they were all very proud. I shall never forget the day he came clattering up the walk as fast as his clogs would carry him, and without waiting to leave his footgear at the threshold, he rushed in to tell us that he had mastered the forty-eight characters of the syllabary and could now begin to learn the Chinese characters.

Strange to say that altho Chinese and Japanese are totally different, one has to learn the former language in order to read the standard works of Japan. Then, too, the Japanese dictionary is for the purpose of hunting the Japanese meaning of the Chinese characters. During the course of the past few centuries so much of the Chinese has been introduced into the Japanese language that it is almost impossible to read a line in a native newspaper without coming across Chinese characters. In books for women and children, and in popular novels, the Japanese equivalents are written beside the Chinese words. I am told that at the present time a movement is on foot to simplify the Japanese language in its classification with Chinese.

In general class work the children are taught chiefly by object lessons. The older ones read geographical books aloud in a very high key, which is not agreeable to the ears of a foreigner. The children sit opposite the teacher who hears the last lesson, and after the review reads the next one aloud to them, pointing to every word with a stick. This is repeated until the scholar nearly learns the text. They then return to their homes and go over the lessons by themselves.

Everything in this strange land is done just the opposite to

our way; for instance, a Japanese book begins at the very last page and reads from right to left, instead of the reverse. The lines run up and down the page, and the "foot-notes" are at the top. In writing the same method is followed. Arithmetic is taught by the aid of the *soroban*, or counting machine, which the Japanese people always have at hand for computation. The elements of some of the branches of natural philosophy are also taught, but morals and the whole art of good behavior are considered the essentials, including the minutest forms of etiquette to be observed toward every individual according to his rank or station, particularly to old people.

The penalties for bad conduct used to be a few blows with a switch, or a slight burn with the *moxa* on the forefinger. Nowadays the teacher merely keeps a pupil after school. At twelve o'clock the children march in orderly fashion out of the school grounds, the boys in one division, the girls in another. In the afternoon they return at half-past one, and remain until four o'clock.

During the holidays tasks are given in the evening, and in passing along the streets one can hear a low humming of lessons for about an hour. Examinations are held at the end of each month and at the reopening of schools after the holidays, instead of the end of the session; an arrangement which shows an honest desire to discern the permanent gain made by scholars. The children in the public schools are uniformed according to their grade, and the wee tots in the kindergarten wear brass tags on which their names and addresses are inscribed.

In the more advanced schools girls perfect themselves in various kinds of plain and ornamental needlework, for they are taught to sew when quite young, and are also made acquainted with the management of household affairs. They are also taught the *cha ro yu* (tea ceremony), which covers the art of drinking the tea properly as well as making it. The art of arranging flowers is taught by an artist, who has elaborate manuals explaining the minutest details of this floral tradition, which has come down thru the centuries. A certain knowledge of the *samisen* and the *koto* is regarded as a requisite accomplishment by even the poorer and middle classes, while the daughters of the *samurai* and nobility are well versed in art, music, and the poetry of the country.

One of the oldest and best schools in Japan is the Girls High School of Kyoto, which was built in 1872. The object of this institution is to graduate healthy, refined women, who are competent to meet all the duties pertaining to good housewifery. Besides the preparatory and regular departments it has a special course. The preparatory department admits the graduates of the common primary school and requires two years. Its graduates who have finished two years' work in a higher primary school are admitted to the regular department, where four years are required for graduation. The special course, comprising three years' work, is for those unable to pursue all the studies of the regular department. The musical course gives one year's instruction and vocal music. Since its opening the school has graduated two thousand girls.

The Institute for the Blind and Dumb in Kyoto is also a model of its kind. It was opened in 1878, and was the first institution of its kind in Japan, being honored by the imperial gift of 1,000 yen. The blind are instructed in reading, writing, arithmetic, music and massage, for the latter is one of their means of earning a livelihood. The dumb are taught reading, arithmetic, articulation, embroidery, drawing, and knitting.

All teaching in the modern Japanese system is based on kindness. The teachers never scold, seldom criticise, and scarcely ever punish. For a teacher to lose his temper would be considered a disgrace, and as no instructor wishes to appear at a disadvantage with his pupils, and thus lose his influence, he practices self-control, one of the many virtues which the Japanese has acquired thru centuries of training.

AUTUMN LEAVES.

B. J.

DOWN from the home tree, like little air boats,
See how each red, green, and yellow leaf floats,
Leaves that are pointed or fingered or round,
Softly come sailing adown to the ground.

Some serve as houseboats for insects so small,
Leaving their docks in the days of the fall;
Some carry covers for wee sleeping seeds,
Some bear good food for the hungry worms' needs.

Fragrance, and color to please artist's eyes,
Messages sweet to be read by the wise;
Can it be measured by rule or by weight
That which each tiny leaf carries for freight?

A FEW WORDS TO THE NEW STUDENT.

EVERY training class is composed of students representing a diversity of experiences and temperaments, and, therefore, of interests. It follows that every course of study will include subjects attractive at once to some students, but possibly judged by others as meaningless, trivial, or nonsensical. I have observed this to be the case in some of the kindergarten studies, particularly with reference to the Mother Play and the gifts. Nevertheless, it frequently happens that those most skeptical at first become the most loyal advocates of these subjects when once a thoughtful study has been made.

If we undertake to study a profession it is surely important to consider carefully all of its departments which claim our attention. If the Mother Play or the gifts are supposed to possess an educational value, we cannot afford to miss an opportunity for studying them from all points of view; then we may judge fairly of their merits.

Certain it is, that if we are skeptical or uninterested ourselves we cannot achieve the best results with the children. Observe the student who succeeds best in her gift play with the little ones; you will find that she herself actually enjoys experimenting with the problems offered by these crystalline forms of wood.

The young woman who really rejoices herself in the handling of clay or chalk obtains from the children not only birds and beasts that really suggest life, but also most effective bits of color work. This being the case, how can I, who find gifts a bore and certain other subjects dull, stale, and unprofitable, cultivate the enthusiasm necessary to obtain the best results?

Want of such interest may be due to several principal causes, among them being deficiency of imagination, a lack of the spirit of play and spontaneity, superficiality or superciliousness on the part of the student, or perhaps an innate indifference to the delights (?) offered by mathematical problems.

Can we cultivate an interest in the apparently uninteresting? In order to teach well we must and can study how to awaken and maintain the child's interest in a given subject. Is it not also

possible to discover how to arouse and maintain one's own interest in that which as yet has no charm to offer to our doubting minds?

I will give a few simple suggestions that have occurred to me in this connection. To the average person the word "pig" is synonymous with stupidity, laziness, and greed. The trainer who has studied the creature sympathetically, from its pink-skinned, curly-tailed infancy up, will tell astonishing tales of its intelligence and virtues. The scientist who has studied fish will insist that the finny folk surpass all others in interesting life history, and so with the mineralogist, botanist, or paidologist, each man earnestly studying a subject finds his specialty of all others most fascinating. The woman who devotes a few determined hours to Browning is well repaid for the effort required in finding the key to the great poet. It is true that we often pursue lines of study because naturally attracted thereto, but that is not to our present point.

Increasing knowledge gives not only power but enthusiasm—perhaps we should say the two go together. If you wish, therefore, to understand the possibilities of your *bête noir*, familiarize yourself with it and it will surely prove less black and forbidding than was imagined. When a child I once bewailed that every day brought its melancholy task of bed-making. "When you can make a bed well," said mother, "you will enjoy doing it," a truth I often proved in this and other applications.

If you notice that a fellow-student is especially interested in a subject you fail to enjoy, make opportunities to talk matters over with her; try to see things thru her eyes, and if it be the gifts that are in question practice together, both giving and taking dictation and a little free play rivalry as well. Enthusiasm is as contagious, and more so, than cold indifference. I knew one student who was particularly apt at dictating simple, delightful sequence plays, and whose memory is even yet a great help to me whenever I handle those simple (?) little cubes of the Third gift. Still another was unusually successful in the real joy she brought to her table because she herself delighted in playing with the gifts, and observing her I recognized the possibilities that can be realized by one who still retains the child spirit that finds joy in simple things.

If conscious of a want in imaginative power, seize every oppor-

tunity to hear good music and read often some good poetry, a fairy tale or other expression of fancy. Hear what Darwin says referring to his gradual loss of interest in poetry and allied literature: "This curious and lamentable loss of the higher æsthetic tastes is all the odder, as books on history, biographies and travels (independently of any scientific facts they may contain), and essays on all sorts of subjects, interest me as much as ever they did. My mind seems to have become a machine for grinding general laws out of large collections of facts, but why this should have caused the atrophy of that part of the brain alone on which the higher tastes depend I cannot conceive. A man with a mind more highly organized or better constituted than mine would not, I suppose, have thus suffered; and if I had to live my life again I would have made a rule to read some poetry and listen to some music at least once every week, for perhaps the parts of my brain now atrophied would thus have been kept active thru use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character by enfeebling the emotional part of our nature."

Are you deficient in the play spirit, mirth, spontaneity, or are you too self-conscious to be really free? Then look upon game day as your emancipation day. When volunteers are called for be first to respond, and if awkward mistakes are made before all your class, think: "I have at least taken one step toward freedom." Whenever you can, accept an invitation to be a flying bird, a galloping horse, or a waving cornstalk, and, thinking not of your critic, but of Hiawatha, you will grow self-forgetful and graceful at the same time.

Associate with those girls who are merry and social by nature, and above all, cultivate the acquaintance of the genuine child.

Test the truth and wisdom of the "Mother-Play" message upon every occasion, and as you learn to know all the varied subjects of your course you will prove that familiarity breeds respect. Never, however, pretend an interest you do not feel. If you doubt be candid, but at the same time keep yourself open to conviction. Investigate, study, question, but always in the spirit of the seeker after truth, never in that of the mere disputant.

TWO CHARACTER SKETCHES FROM CHICAGO COMMONS KINDERGARTEN.

BERTHA HOFER HEGNER.

THERE is no attempt at scientific child-study in the following two character sketches. They merely aim to aid young women, who have no knowledge of the problems they have to meet in the kindergartens in the crowded city centers, to gain a deeper insight into child nature, and to come into sympathetic touch with the homes. In order to gain a broader knowledge of the new conditions we find that students need something to guide them, that they may know what to look for when they visit the homes of the children. For this reason the following outline is given them. In order to get good results the outline has been kept simple, so that it can be used by students who might not be able to follow a more scientific child-study scheme.

1. Nationality with its characteristics.
2. Short history of the family; occupation, brothers and sisters, treatment of children, etc.
3. Normal condition of the child physically, mentally, and morally.
4. The most striking characteristic.
5. Best trait of character observed.
6. Tendencies that need to be corrected.
7. Pets and toys found in the home.

In addition to the above general outline which has reference to one child at a table a report is given of general characteristics of all the children at her table observed by the kindergartner, such as spontaneity, affection, originality, forbearance, imagination, disposition, oral expression, endurance, observation, attention, truthfulness, helpfulness, unselfishness, self-reliance, and play spirit.

The above attempt at child-study gives the young women a deeper insight into the nature of her children in the morning kindergarten, and an added interest in the afternoon work in the training class. We find that many children, especially those of foreign parentage, wander in and out of the kindergarten day

after day without being understood or reached by those who have charge of them. We need to know something of the nationality, the customs and lives of these children, to whom we ourselves seem foreigners, before we can understand or help them.

Childhood in these congested districts has its full measure of the dark side of life. If we wish to bring in the light, and open these little souls to the joy and sunshine, it requires more on our part than the three hours' work in the morning kindergarten; we must spare neither time nor strength to get into sympathetic touch with their lives, which can only be accomplished thru a thoro knowledge of the conditions in which they live.

The following sketches are true to life, and are the result of the patient, earnest, and sympathetic research of a student kindergarten, Helen Palmer Gavit:

CHILD STUDY—CAMÉLLA.

Camélla is two in one. This is the sunny one, running to me so eagerly with her love offering of a large bun with a bite gone from one end—who shall say that it is not the better for that, in that she knows its virtue and yet gives it up?—her happy eyes softened a bit with a gentle thoughtfulness that leads me to fancy it is a great advantage to be able even to think in that mellow, musical language of the sunny land of her race.

But like a flash that child is gone and that other one stands there straight and defiant, her clenched hand surely feeling still the tingling of the slap which has sent Rose away in tears; her eyes full of an expression of sullen hate; her mouth pouting, heavy; the whole figure bringing to mind the race characteristics, suggesting the dexterous, cunning thrust of a stiletto as the next move.

The first week this thunder-cloud Camélla made havoc of all attempts at peace and order, bewildered by the newness of everything, and never comprehending the method of gentleness that was so strange to her life, rebelling against all restraint of her wild little will. In my first acquaintance with her I thought her abnormal in these cloud bursts when nothing would quiet her dreary crying, and I felt myself such an utter stranger to her nature, since I could not meet this side of it with any light.

I think she lives in a fascinating world of her own to an unusual degree. There seems always back of her frank gaze a deep

preoccupation, and when I look into those big, half wild eyes I confess to a feeling of utter ignorance and helplessness, and an increasing longing to see that thought life which her fancy builds for her so far above my head.

When she is given work to do the sunny Camélla loses herself in it, and I must be content to trust her ears if I would give her any instruction, for her eyes will scarcely look away until the task is finished, and they follow it almost unceasingly until it is put away from her sight.

When we trimmed the Christmas-tree, tho I turned it around again and again, she knew instantly if a touch had harmed or misplaced her tiny chain hung high upon it, and like a flash the light was gone from her face, and Camélla, the thunder-cloud, threatened a storm.

My first call at her home was a short one, father and mother both being at home and quite helpless to understand me, tho they were evidently hospitable, and begged me to come again and often. They are both still young, the father being a fruit peddler, carrying his wares about in a basket even in cold weather. Their home, a second floor on West Ohio street, is rather neat and clean, and seems fairly comfortable.

My second call found Annie the dignified little housekeeper in her mother's absence, and I was ushered into the front room, quite elegant with a large white iron bedstead, gay in embroidered covers; a small chest of drawers, upon the top of which was collected all the family treasures, I think; above this proud display of china hung the mirror, almost obscured by a mathematically arranged drape, and three or four framed colored prints which did not inspire in me a properly religious feeling, I fear, adorned the walls. The entire family sleep together in the one bed, Annie informed me, and while my mind went thru a rapid calculation as to how they stayed in without being strapped, I replied with attempted unconcern, that they must keep warm on winter nights. The mother came in before I left, the children greeting her with that magic word, "Maestra!" my passport into the homes of those who seem to find in it sufficient call for their warmest hospitality and unquestioning trust in my good intentions.

My question about Camélla brought me rather scant information. She is about five years old, and, according to her mother, is "sometimes good and sometimes crazy," which remark rather

confirmed my idea that her most striking characteristic at present is that dear possession of a world of her own peopling, even her mother who can understand its soft tongue still knowing nothing of its charm.

Put away somewhere safe even from her sight is a doll which is brought out only on Sundays, but I judge from Camélla's love for, and gentle, tender way with the kindergarten doll, that Sunday must bring to her little heart an influence more truly spiritual and helpful than comes to many of us. That precious possession so dear to the hearts of all these children, "My ma's baby," was the only other suggestion of a pet or plaything in the home.

I think that Camélla's mental, moral, and physical life are starved. The real hunger with which she put away her share of our Thanksgiving feast spoke in her eyes after that too small share was gone. Her very eagerness, unfailing perseverance, and concentration in her work tell me something of the mental side and its hunger for something real. And as she grows familiar with the kindergarten and its spirit that thunder-cloud sinks further into the background, and daily there grows stronger in her that joyousness that bubbles over in her odd little "rag-time" ways, and her unique, rhythmic skip, her face thru it all a picture of rollicking happiness.

I fear she has not known the meaning of order and just obedience at home, and the fault that seems most marked is that quick stroke of her hand, or flash of ugly light in her eyes, that is so inherent in the race itself that one meets almost insurmountable barriers against bringing out of it any quiet gentleness.

I have chosen her for my child-study because of this trait that seemed abnormal; but I feel with her, as with all the other children, that I still stand only upon the threshold, and my most earnest searching reveals to me only a faint suggestion, as yet, of all the wealth and beauty of the child nature that may open to me as I win her confidence and love.

FREDA.

When Freda bids me good-morning—and I'm sure her heart holds always a loving greeting—I see only a heavy mass of coarse, uncompromising, tow-colored hair, and a shrinking, timid little figure expressive of nothing in particular, and contrasting strongly with the eager, laughing, impulsive Italians all about her, their eyes so bright and their little bodies ever active.

She is deaf, perhaps, or possibly merely dumb, or it may even be that she is a little clod who never feels, and has nothing to express. I had every kind of thought of her at first, and was at a loss to know what sort of treatment would reach what there might be deep down beneath that surface dullness. Had she, like Camélla, a world of her own out of which she never came, of whose life she could give no outward expression?"

I could never see her eyes unshadowed by the heavy lashes, and no most eager or playful question of mine could coax or surprise from her an answering word or motion. All material that I might place before her lay at first untouched, while one hand held the corners of her little handkerchief in her mouth and she hung her head in silence. She would endure uncomplainingly almost any degree of roughness from the boys who were next her, and when they passed the limit would put her head on her arm and cry, still silently. On the circle she took no part in any game or song, and was generally hanging back of the line, stupidly indifferent to everything that was going on. When she chanced to leave something behind her which was to be taken home, or when Philip one day took possession of her mittens, Flora would come to me afterwards with the pathetic tale, but nothing could induce Freda to speak any word of explanation or self-defense. She was an enigma of the hardest kind, since she seemed so uninteresting, and gave to me nothing to inspire me to deeper study, but the sure belief in the light and life that is in the heart of every child, however hidden or stunted.

One day, however, I heard her laugh with little Nannie after kindergarten when they were waiting to be taken home, and I knew there was gladness of heart somewhere hidden for which I might strive, and I longed to see it in her work some day. Once I saw her keeping time to the skip in an odd little step of her own, and I knew of a rhythm and music in her nature that patient study and care might bring to outward expression.

I let her lead the march back to the table one morning, and her step was quick and firm as it had not been before; and a few weeks ago in the clay work she handed me five balls which she had made, looking up so timidly into my face, but with a slow, sweet smile, and a sunny light in her eyes that told me best of all what Freda might be. And now I know one answer to my questions. I have not seen her father, who is a German teamster,

but her mother is a very ordinary woman, whose one idea of bringing up children in obedience and right living is to whip them into submission, and scream a perpetual negative to most of their natural activities.

I cannot fancy a power of hearing sensitive to gentleness and harmony surviving long in the constant environment of such a voice as told me of this mother's thought for her children.

"All three of the older ones (there is one baby) were late in talking," she said, and I felt sure that they had heard little that a sweet baby's lips could frame, and fancy they must have made up their own expressions that were no language to the mother's ears.

And yet she is a mother, with a mother's love that seeks to do well, tho not wisely, and the same thought that holds from them their dolls for fear of breaking, and puts away their toys to keep, let them play at washing dishes in a pan of shockingly dirty water on the kitchen floor, and patiently ignored the noisy young horse that was running about the crowded room in the shape of a very small boy who, she says, never tires of playing this teamster game because it is his father's work.

The house was dirty and disorderly both times that I visited it, the kindergarten cleanliness of faces, hands, and aprons seemingly a specialty for those three morning hours only. The father's barn is next the house, and one can scarcely find any distinct division where the environment of the animal ceases and that for the human being begins. Two little dogs live in the house and seem to be the only pets that the children have, adding their romping noise to the general disorder in sound and space.

Perhaps I am too critical, however, and I am sure that, had I begun with a visit to the home my impression would have been a surface one of commonplace disorder and the inevitable Chicago dirt; but I began with a little living question mark, whose answers must lie in wrong conditions somewhere, with a stunted moral and mental life, and a physical development that knows no harmony—a bit of divinity out of touch with the divine in its environment.

But Freda will grow to that brighter life whose possibilities lie beneath her silence and diffidence; and her hands will grow deft and quick, her heavy little body rhythmically responsive, and her dulled ear also to know the call of gentleness; and perhaps one day this little child shall lead those older lives at home to a better appreciation of this happier, richer way of life.

The Meeting of the Ways

Home, Primary, and Kindergarten

In this department will be given articles bearing upon the concrete questions constantly arising in everyday practice work. It will also form a "point of contact" between home, kindergarten, and the upper grades. The editor will be pleased to receive and consider any questions or suggestions relating to the problems that daily confront the thinking parent and teacher.

SUGGESTIONS FOR A NURSERY.

ADELAIDE LARE.

"**A**ND this is Elizabeth's playroom." So said a young matron, who had been showing us thru her truly palatial new home, as she threw open the door of what proved to be the smallest room in the house. An imposing array of toys was displayed along the four sides, but there was not a picture on the walls, nor did the paper have even the conventional Kate Greenaway frieze. Two little people, perhaps, might have had a very quiet game of "Lady-come-to-see" in such a small room, but a good, lively romp was out of the question.

I can speak with feeling about such cramped quarters, for sister and I had a narrow hall room given to us for a playroom, I owning all down one side for my toys, and sister the other. The only time we ever enjoyed that place was in the spring and fall house cleaning, when we were allowed soap and water to polish up our effects like the big folks. But, ah! besides this we had a nursery with two big windows, and the western sunshine all the afternoon. There was a soft coal fire in the open grate, and many quaint old pictures on the walls: one of Bobby Burns with his dog, and two others of little girls with their pets, done by my aunts in fancy yarns, and with little verses of poetry by my grandmother to describe them. How I longed to grow up and work a picture, it seemed more fascinating than anything else one could do. But best of all, the dear mother sat there morning after morning quietly sewing by hand, and she never seemed too rushed nor engrossed to give a sympathetic comment, if an especially wonderful bridge had been built, or a Leaning tower of

Pisa. And if the small hands and feet grew weary, there was often, very often, an hour's reading before the noonday's dinner. Where is even the kindergarten that can compare with being cuddled up in your mother's lap, where you can watch the gayly illumined pictures of a book, while a soft, tender voice reads the story? That should be one of the memories of a nursery, for if the mother presence is not there it will not linger in the grown-up mind as the dearest spot on earth.

Of course we could have brought any toy over from the playroom, but, somehow, there were more delightful playthings in the dear old place itself. The big iron fender, which protected us from harm as wee, little tots, was, as we grew older, our ship of state. It was dragged into the middle of the floor, turned on its side, and three children could comfortably rock in it. What fearless voyages we did take! Why, there was hardly a country studied about in our primer geography that we did not visit; and the hairbreadth escapes from pirates or Indians made my blood creep, and a great longing for my nurse steal over me at night.

Then, under each window, by the use of books, were often splendid hotels, with paper dolls for guests. Such balls and promenades and luncheons as these folks did indulge in; and how everybody knew everybody else when they poured down to the beach, which was the big rug in front of the fire. If the flame burned high the sun was shining brightly, so it would be a delightful day for an ocean dip.

But the game *par excellence* was Indian Chief, when we had the room entirely to ourselves in the afternoons. Our stockings were stuffed into our shoes, and our legs tied round with as many ribbons as we could find; our sleeves rolled up and our arms crissed-crossed all over with soot from the chimney. Then we wet red and blue ribbons and painted our faces, unplatted our hair, stuck feathers therein, and after each had taken either the tongs, poker, or shovel, we were ready for the trail. First came a slow, weird dance, with just a few grunts; then a solemn shaking hands all round, for the two older braves were going on the hunt while I stayed to guard the wigwam, because, alas! my short, fat legs could not run fast enough when the whites discovered us down in the dining-room. Softly they stole over to the playroom, each clutching an unsuspecting doll, then stealthily down the front stairs, a mad dash thru the dining-room and

up the back stairs, when with a wild whoop they were once more in the nursery. "Whoop and dance, you little fat thing," would scream our friend and neighbor in front of my pleased but terrified eyes, and so I would until my breath gave out. The dolls were set on the floor back to back, and we pranced around them, brandishing our weapons and calling forth all kinds of death warnings. A funeral pyre was made, in imagination, and they were consumed thereon, while we chanted: "Murder the whites! murder the whites!"

After going thru this game several times we were usually tired enough to lie on the floor and tell stories.

All this is told only to show that children, even girls, must have plenty of room to truly enjoy themselves indoors. Rich little men and women fare as bad in this respect as their poor brothers and sisters. Dear parents, if you cannot afford the space for a big nursery and a big billiard room, won't you please give the children the room thirty by sixteen?

True, a nursery is not quite as essential now as before there were any kindergartens, yet the afternoons are free, and children love the feeling of ownership, and a place where each is king as truly as older people.

The four walls of such a room might be made very instructive as well as interesting. You could call the first botanical, the second zoölogical, the third historical, and the fourth the Sunday wall. Let parents and children bring specimens for each, and tell something about them. Think how much of nature, of world-wide history, and of religion you soon would have shut in in this sunshiny, child's paradise. It is best to have a plain color for the walls, and then let the decoration gradually grow thru the child's own efforts. I know from practical kindergarten experience how dearly children like to be consulted about the best place for a picture, and the proud feeling of responsibility which comes when they are allowed to hang it up. So many pleasant walks could be taken in search of pretty things for the nature walls, and then how the hours would slip by in arranging and talking about them. There could be dried ferns, moss, and lichens; gay colored leaves and long sheaves of golden wheat; festoons of strung beans, and fancy ornaments made from acorns and nutshells.

On the zoölogical wall might be a small collection of butterflies, of different cocoons, and of moths and beetles; many shells

on brackets; a snake skin or two, and bird nests with a picture of the mother bird above each.

There need be no fear that the children would grow cruel in collecting such specimens; for all the nests can be secured in the fall, after the young birds have been hatched and the nests have been deserted. As to the cocoons, if they are kept in a warm, sunny place, the children can have the delight of watching them burst forth, and of seeing the beautiful winged insects fly about their own nursery, while the other butterflies, moths, and beetles could be bought.

The only difficulty with your history wall is the bewildering array of heroes and heroines, and many scenes of valor from which to choose; beginning with Cyrus of Persia, with his tender regard for his father and impassioned love for his country, down thru all the centuries to our own great Dewey.

The one essential is to have a definite plan, so as not to confuse the child's mind. Either take one country at a time, or different periods of history, with a hero of each country of that time; or some such plan. This wall must grow slowly and methodically.

And let the Sunday wall dominate the room; that is, have the finest and most expensive pictures there, for truly impressive ones of this kind are most difficult to get. A copy of Raphael's "Madonna and Child" might occupy the center, and as the children learn about the grand old Bible characters, a few representative pictures could be hung around it.

An occupation which young people keenly enjoy is cutting out and decorating letters. On long, wet days mother could help arrange these showy cardboards into texts, and paste them on any appropriate wall. Never mind if the alphabet seems to have gone crazy and on a crooked path; it is the best small fingers could do, and therefore highly regarded by the artists.

We must remember that a nursery is for and should be the children's room, so the more they put into it themselves the better they will love it.

It is well to have a chest of drawers filled with cast-off finery, a slumber robe or two, and any trappings of soldiery. Why, with two old quilts and a shawl we three were princesses of the royal blood, tragedy queens, Indian chiefs, or gypsy beggars. We were Washington and his brave companions, wrapped in our cloaks, at

Valley Forge, or Napoleon and his followers retreating from Moscow. All this knowledge was learned from asking questions about the pictures hanging in the library. Ah, yes, children in their narrow little world need outward expression and imitation to relieve the restless longings of their quickening imaginations.

Some now advise a trough of sand for the nursery, as is in all kindergartens; but, judging from my own youth, I know that I looked forward with nearly as keen joy for that sand-pile in my back yard in summer as I did to the Christmas-tree in winter. Children can be satiated by providing too much, just as can grown people. Pleasure which is anticipated for months is intensified. The little ones unconsciously realize this by regulating the time for certain games and toys to certain seasons. For what other reason do boys spin tops, fly kites, play marbles, and little girls jump rope and roll hoops only in certain months each year?

Leave the sand-pile for outdoors, but in its place indoors have a small cooking stove. This one thing will make your nursery the most popular in the whole neighborhood; for while the girls revel in concocting queerer dishes than even a Cuban chef ere dreamed of, the boys love the novelty of sitting at the head of the table and indulging their hungry little stomachs between meals.

It is not the expensive, inanimate, or even mechanical toys which please the child for the longest time; but things with which he can make something, or objects which arouse thought. I know the pleasure of being carried over and placed on the nursery lounge after some childish sickness. To see the pictures was like greeting old friends after a long separation, and to plan new games with the toys was nearly as much fun as the realization.

And the crowning delight of the whole year—the Christmas-tree—should always be in the nursery. Many families put it in the library. Imagine wanting to play with your fairy gift alone in the gloaming, and not being allowed because your grown-up sister wished to read with two gaslights. "Ugh, Santa Claus might just as well have kept his tree."

The Christmas season is so essentially the child's season. It is a time when young hearts can be taught faith, thru love for the Christ-Child who seems so near, by celebrating his birth.

If, as the old priest thought, the first seven years of childhood are the most important for training, it is essential that his envi-

ronment, even external material things, should be of the best, and so earnest thought should be given to the nursery. Do let it, at least, be large and sunny; the walls free for the child decorator, guided and instructed; the toys not bought for the sole purpose of passing the child's time, but that they may help in his development; and ever in the room let the parents' influence, father's as well as mother's, be a vital, positive reality.

THE DRAGON FLY CHILDREN AND THE SNAPPING TURTLE.*

CLARA D. PIERSON.†

THE Dragon Flies have always lived near the pond. Not the same ones who are there now, of course, but the great-great-great-grandfathers of these. A person would think that, after a family had lived so long in a place, all the neighbors would be fond of them; yet it is not so. The Dragon Flies may be very good people—and even the Snapping Turtle says that they are—still, they are so peculiar that many of their neighbors do not like them at all. Even when they are only larvæ, or babies, they are not good playmates, for they have such a bad habit of putting everything into their mouths. Indeed, the Stickleback father once told the little Sticklebacks that they should not stir out of the nest unless they would promise to keep away from the young Dragon Flies.

The Stickleback mothers said that it was all the fault of the Dragon Fly mothers. "What can you expect," exclaimed one of them, "when Dragon Fly eggs are so carelessly laid? I saw a Dragon Fly mother laying some only yesterday, and how do you suppose she did it? Just flew around in the sunshine and visited with her friends, and once in a while flew low enough to touch the water and drop one in. It is disgraceful!"

The Minnow mothers did not think it was so much in the way the eggs were laid, "altho," said one, "I always lay mine close together, instead of scattering them over the whole pond." They thought the trouble came from bad bringing up or no bringing up at all. Each egg, you know, when it is laid, drops to the bottom of the pond, and the children are hatched and grow up there, and do not even see their fathers and mothers.

* Copyright, Clara D. Pierson, 1900.

† Author of "Among the Forest People," "Among the Farmyard People," etc.

Now most of the larvæ were turning into nymphs, which are half-grown Dragon Flies. They had been short and plump, and now they were longer and more slender, and there were little bunches on their shoulders where the wings were growing under their skin. They had outgrown their old skins a great many times, and had had to wriggle out of them to be at all comfortable. When a Dragon Fly child became too big for his skin he hooked the two sharp claws of each of his six feet firmly into something, unfastened his skin down the back, and wriggled out, leaving it to roll around in the water until it became just part of the mud.

Like most growing children, the Dragon Fly larvæ and nymphs had to eat a great deal. Their stomachs were as long as their bodies, and they were never really happy unless their stomachs were full. They always ate plain food and plenty of it, and they never ate between meals. They had breakfast from the time they awakened in the morning until the sun was high in the sky, then they had dinner until the sun was low in the sky, and supper from that time until it grew dark and they went to sleep; but never a mouthful between meals, no matter how hungry they might be! They said this was their only rule about eating, and they would keep it.

They were always slow children. You would think that, with six legs apiece and three joints in each leg, they might walk quite fast, yet they never did. When they had to they hurried in another way, by taking a long leap thru the water. Of course they breathed water, like their neighbors, the fishes and the tadpoles. They did not breathe it into their mouths, or thru gills, but took it in thru some openings in the back part of their bodies. When they wanted to hurry they breathed this water out so suddenly that it sent them quickly ahead.

The Snapping Turtle had called them "bothering bugs" one day when he was cross (and that was the day after he had been cross, and just before the day he was going to be cross again), and they didn't like him and wanted to get even. They put all their queer little three-cornered heads together, and there was an ugly look in their great staring eyes.

"Horrid old thing!" said one larvæ. "I wish I could sting him!"

"Well, you can't," said a nymph, turning toward him so sud-

denly that he leaped. "You haven't any sting, and you never will have, so you just keep still." It was not at all nice in her to speak that way, but she was not well brought up, you know, and that, perhaps, is a reason why one should excuse her for talking so to her little brother. She was often impatient, and said she could never go anywhere without one of the larvæ tagging along.

"I tell you what let's do," said another nymph. "Let's all go together to the shallow water where he suns himself, and let's all stand close to each other, and then, when he comes along, let's stick out our lips at him."

"Both lips?" asked the larvæ.

"Well, our lower lips anyway," answered the nymph. "Our upper lips are so small they don't matter."

"We'll do it!" exclaimed all the Dragon Fly children, and they started together to walk on the pond bottom to the shallow water. They thought it would scare the Snapping Turtle dreadfully. They knew that whenever they stuck out their lower lips at the small fishes and bugs they swam away as fast as they could. The giant water bug, *Belostoma*, was the only bug who was not afraid of them when they made faces. Indeed, the lower lip of a Dragon Fly child might well frighten people, for it is fastened on a long, jointed, arm-like thing, and has pincers on it with which it catches and holds its food. Most of the time the Dragon Fly child keeps the joint bent, and so holds his lip up to his face like a mask. But sometimes he straightens the joint and holds his lip out before him, and then its pincers catch hold of things; and he does this when he is hungry.

When they reached the shallow water the Dragon Fly children stood close together, with the larvæ in the middle and the nymphs all around them. The Snapping Turtle was nowhere to be seen, so they had to wait. "Aren't you scared?" whispered one larvæ to another.

"Scared? Dah! Who's afraid?" answered he.

"Oh, look!" cried a nymph. "There go some grown-up Dragon Flies over our heads. Just you wait until I change my skin once more, and then won't I have a good time. I'll dry my wings and then I'll —"

"Sh-h!" said one of the larvæ. "Here comes the Snapping Turtle."

Sure enough, there he came thru the shallow water, his wet

back-shell partly out of it and shining in the sunlight. He came straight toward the Dragon Fly children, and they were glad to see that he did not look hungry. They thought he might be going to take a nap after his dinner. Then they all stood even closer together and stuck out their lower lips at him. They thought he might run away when they did this. They felt sure that he would at least be very badly frightened.

The Snapping Turtle did not seem to see them at all. It was queer. He just waddled on and on, coming straight toward them. "Ah-h-h!" said he, "how sleepy I do feel! I will lie down in the sunshine and rest." He took a few more steps, which brought his great body right over the crowd of Dragon Fly children. "I think I will draw in my head," said he (the Dragon Fly children looked at each other) "and my tail (here two of the youngest larvæ began to cry), and lie down." He began to draw in his legs very, very slowly, and just as his great, hard lower shell touched the mud the last larvæ crawled out under his tail. The nymphs had already gotten away.

"Oh," said the Dragon Fly children to each other, "wasn't it awful!"

"Humph!" said the Snapping Turtle, talking to himself—he had gotten into the way of doing that because he had so few friends—"how dreadfully they did scare me!" Then he laughed a grim, snapping turtle laugh, and went to sleep.

MILKWEED BABIES.

ANGELINA W. WRAY.

THE following little story has been of so much interest to my own class that I think it may, perhaps, prove of some slight value to other kindergartners or primary teachers. Before telling it I secure several milk-weed pods, from which the silky seeds are just ready to fly. Keeping these out of sight until the right moment I begin:

Once there was a tiny green house in which hundreds of wee, wee babies lived. Perhaps some of you children have a baby at your house, a dear little thing with soft rosy cheeks, blue eyes, dimpled hands that are never still, and fat pink toes that you like to cuddle.

Well, these funny babies that I am telling you about had no eyes to see with, no hands and no feet. The little house they

lived in was always very, very quiet, for these queer babies never cried. If you had passed the place where they were I am sure you would never have heard a sound. Why! one day a robin sang half the afternoon on the branch of a tree just over their home, and yet they never let him know that they were near. I told you they were funny babies!

Every one of them had a tiny brown head, and each one wore a long white slip, as soft and shiny as silk.

Your little home baby grows, does it not? The wee fat hands keep getting bigger, the little feet grow bigger too, and almost before mamma knows it the baby will be as large as you are now, and will hurry off to school just as you do. These little babies grew, too. And a very strange thing was this, the house they lived in grew larger and larger. Was not that strange? Just think how queer it would be if your house began to grow! It could not grow as fast as the babies could, but it did its best, and all summer it rocked back and forth in the wind like a cradle.

Now there were so many babies in it that there had to be some crowding. I think that sometimes one of the small ones must have said, "Please don't crowd me." And the others must have answered, "Excuse us. We don't mean to push, but there are so many of us and the house is so little that we really can't help it."

One night there was a soft puff-f! in the darkness, so soft that no one heard it, and the next morning there was a crack in the side of the house. More than that! it had turned brown instead of staying green.

The crack made more room, and the little babies who were nearest to it could peep out. What lovely things they saw! A big brown butterfly fluttering by, a branch of red and yellow leaves on the maple tree, and tall spires of golden-rod nodding in the grass. They put their heads a little farther out; and just then the wind came along, singing "hum-m-m!" to itself. As soon as it saw the little brown heads peeping out the wind said, "I'll give them a surprise!"

Now I told you they were funny babies. Every one of them had wings and did not know it! You see, they could not while they were crowded so close together. But just as the wind came along the babies felt themselves fluttering. The front ones said, "Please don't push." The back ones said, "We really can't help it."

"Come and play!" said the wind. And away went one surprised little baby with its white wings outspread. "Why! I can fly!" it said. "So can I!" said the next one. And then puff! went the tiny house as it burst wide open. Away went all the babies fluttering and dancing over the yellow grass.

The little brown house was empty. The milkweed babies had all flown away. . . .

Then I show the pods, to which the tiny seeds are loosely clinging. A slight breath sends them floating thru the air, and the children sing the following little song, to the tune of "Lightly Row."

TIME TO FLY.

Flying high! flying low!
O'er the sunny fields they go;
Dancing here, dancing there,
Thru the autumn air.
While the leaves of red and brown
From the tree-tops rustle down,
Little seeds flutter free,
Gay as gay can be.

See them fly! see them fly!
From the cradle where they lie.
Hear the wind softly hum—
"Pretty babies, come!"
Spread your shining, silky wings,
You may fly, you pretty things!
Flutter here, flutter there,
Thru the autumn air.

TOMMY AND THE BARNYARD GATE.*

B. J.

ONE, two, three, four,
Thru the barnyard gate,
Tommy drives the cows to pasture,
Five, six, seven, eight.
Tinkle, tonkle, tinkle, tonkle,
Hear the leaders' bell,
Fainter growing, as the lowing
Herd winds o'er hill and dell.

* The teacher's ingenuity will tell her how to dramatize these verses.

But look in the barnyard, do!—
What means the hullabaloo?
“Whinney-e-e-e-e!”
Say the horses, bounding free,
“The gate is open wide,
We’ll gallop forth outside.”

“Baa, baa, baa!
Maa, maa, maa!
We’re not afraid of wolf or fox,”
Say the lambs and kids of the woolly flocks.

“Wee, wee, wee!
Acorns we see,”
Say little pigs three,
“They are surely there for you and me.”

“Quack, quack, quack!
We’ll soon come back;
But this is the time for a swim on the river,”
Say the ducks, waddling past, and all in a quiver.

But half way up the hill
Our Tommy stands quite still.
And then he turns to Towser,*
“Just please to mind each cow, sir,
While I run back, before too late,
And safely close that barnyard gate,
To keep from every harm,
Each creature of the farm.”

So Tommy scampers fast,
And gains the yard at last,
And just in time to keep from straying
The pets, who truant would be playing,
Not knowing all the foes that wait
For artless ones outside the gate.
Then Tommy drives the cows once more,
Brave Towser running on before.

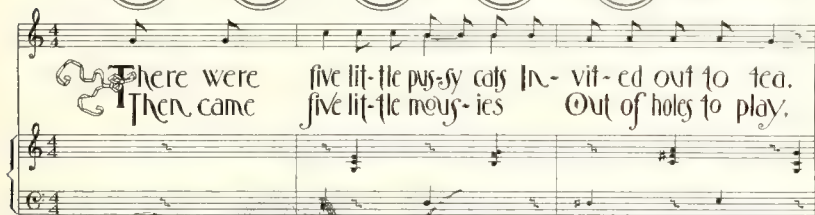
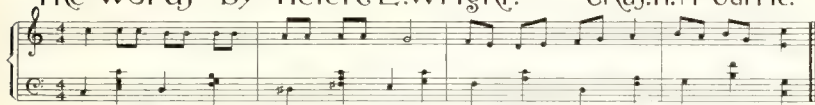
* Towser—a shepherd dog.

The Five Little Pussy Cats.

Music by

The Words by Helen E. Wright.

Chas. H. McCarrie.



There were five lit-tle pus-sy cats In-vit-ed out to tea.
Then came five lit-tle mous-ies Out of holes to play.

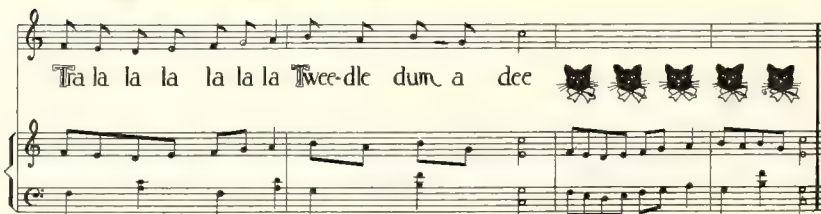
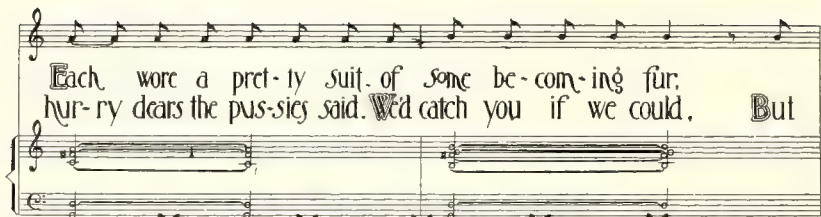


Tra la la la la la la Twee-dle dum a dee, Each had a bowl of milk as
day. But when they saw the pus-sy cats they



nice as milk could be, Tra la la la la la la Twee-dle dum a dee
scam-per'd all a-way, day. Don't





HERE AND THERE IN THE KINDERGARTEN FIELD

Latest Announcement concerning the founding of the Friedrich Froebel House in Blankenburg, in the Black Forest.—The notification sent out last year to the members and friends of the National Kindergarten Union, in accordance with a resolution of that association, has very pleasing results to show. The directors have received with great pleasure the contributions, as both individual members and entire societies have sent their offerings, whose entire sum now (August, 1900) amounts to 5068 marks.* The directors express their heartfelt thanks to all and will here make the following communication:

When the corner-stone was laid on June 28 it was possible to show the plan of the building which is here presented,† and from which it can be seen that the future Froebel House will serve different purposes. It will have rooms for a kindergarten, dwelling for a kindergartner, a Froebel museum, a library for Froebellian and kindergarten literature, space for the exhibition and sale of Froebellian play and occupation materials, a residence for the director, and eight to ten rooms for convalescent kindergartners. The ground plot, which contains 1700 1800 quadrameters, was presented by the city, and 2,000 marks, the contributions of the past year, are in the savings bank; from it the running expenses have been paid. As the cost of the building has been estimated at 48,000 to 50,000 marks, a sum of over 40,000 marks remains yet to be collected.

In order not to postpone building too long, all those friends of the undertaking who wish to participate by future contributions are requested to do so in the following manner: Either

1. As patrons, who contribute 500 marks.
2. Life members, who give 100 marks at one time.
3. As friends, paying annually 3 to 5 marks.
4. As members of the National Kindergarten Union, who give annually one mark additional to the year's dues, and so are entitled to residence in the Froebel House at reduced rates.
5. Thru extra donations, presents, legacies.

May we in the interest of our cause earnestly request an early reply as to the way in which the receiver of this announcement prefers to take part.

Let it be known, moreover, that since Easter, 1900, the beginnings of a museum have been made, of memorial manuscripts, books by Froebel, pictures and photographs, in the house which meanwhile will be regarded as the Froebel House.

Further, since Whitsuntide the kindergarten has been removed from its past location into the beautiful room of the former Froebel House, and in this house has been laid the foundation of a library and exhibition of Froebellian occupation material.

For the execution of all this, particularly for the arranging of the rooms, special gifts were generously placed at our disposal.

With the plea for further interest in this work, and with friendly greeting, we sign ourselves:

Eleonore Heerwart, President of the Froebel Society.

Pastor Lutze, Vice-President.

Bugomaster H. Bähring, Blankenburg, Black Forest, August, 1900.

THE Chicago Kindergarten Club has taken as its subject of study and discussion for the season of 1900-1901, the "Facts of Play as Shown in the Fundamental Instincts." The club has been divided into five groups. Each group will be responsible for the program of one regular meeting of the club. The

*A mark—25 cents.

†The form in which the picture appeared made it impossible to reproduce it for the readers of the KINDERGARTEN MAGAZINE.—ED.

groups will study along two main lines, as follows: First, reading from suggested references; second, collection of illustrations derived from personal recollections and practical experiences. All members of the club are asked to attend the regular meetings prepared with questions or facts relative to the subject of the afternoon.

The "Facts of Play as Shown in Fighting, Property, and Trading Instincts," are discussed in November. 1. The value of competitive plays, direct and indirect, fighting plays and real fighting, in the education of children, will be considered; also, the place of fighting in racial history.

2. Property—What is the value of children's collections? What is the place of the development of property sense in the history of the race?

3. Trading—What is the value of the development of commercial instincts? Its place, extent, and meaning to civilization.

Religion, Animism, is the December topic. Question 1. What place has animism in children?

2. What is its relation to religion? What is the significance of religion in social evolution?

3. The family is discussed in January. Question 1. How is primitive family life the source of coöperation and division of labor in modern society, and how does it lead to highest development or altruism?

2. How do national governments originate in primitive family relations?

3. How do children express these fundamental instincts in plays with each other, with dolls, pets, etc.?

Society forms the February topic. Question 1. What primitive social games have survived in the games of today?

2. Indicate lines of development in social games played at different periods of life?

3. Of what value are social games in the mental and moral development of the child?

Æsthetics, Decoration, Dancing, Music, Song: 1. What ground in education is covered by æsthetics?

2. What part should the æsthetic play in education?

3. What should determine one's choice of music, physical movements, art, and literature for little children?

4. Are all the æsthetic modes of expression of equal value in education? If not, what distinctions would you make?

Bibliography: "Primitive Culture"—Tylor.

"First Steps in Human Progress"—Frederick Starr.

"Education by Plays," VIII, No. 1—G. E. Johnson.

"Compayre's "Lectures on Teaching Imagination in Play."

Luther Gulick's Psychological, Pedagogical, and Religious Aspect of Group Plays; *Pedagogical Seminary*, March, 1899.

"Symbolic Education," Chaps. IV and VIII—Blow.

"Levana," Chap. II—J. P. Richter.

"Studies in Education"—E. Earl Barnes.

"Childhood of the World"—Edward Clodd.

New Haven, Conn., has for three years maintained summer playgrounds, vacation schools having been added the second year. This work, organized and carried on by the vacation school and playground committee of the Women's School Association, has grown steadily in scope, popular favor and interest. Three playgrounds and two vacation schools were maintained this year. Jessie Isabelle Scranton is superintendent.

One large playground was in the center of a thickly populated Italian district; another school and playground drawing largely from children of Russian Jewish parentage.

Sewing, reading, nature study, manual work, songs, games and excursions to seashore and country were made a feature of the school's program. As a result of the sewing, over which the enthusiasm of the children never flagged,

125 finished garments, aprons, blouses, skirts, and baby dresses, were exhibited on the closing day of the schools—the work of boys and girls alike.

A domestic department, consisting of a plainly but neatly furnished bedroom, gave ample opportunity for practical lessons in the care of such a room, bedding, etc.

The playgrounds were in charge of trained kindergartners, who for six hours a day lived with these children.

Kindergarten exercises, songs, marching, games, together with simple manual work—cutting and mounting pictures, folding and weaving—were made a valuable part of the work.

A bathtub, open two days a week to children of one school and playground, and in charge of a competent woman, furnished 454 free baths. On other days mothers and older children gladly availed themselves of the opportunity to bathe.

To the committee of enthusiastic and energetic women, of which Mrs. James Kingsley Blake is chairman, is due the large measure of success which has attended this work, contributions of money and material sufficient to carry it on having been secured thru their efforts.

The Philadelphia Society of Froebel Kindergartners held its first meeting of the season on Saturday, October 13. The meeting was presided over by the president, Mrs. M. L. Van Kirk.

The special feature was a most interesting paper on child study, which was written and read by Miss Mary Adair, kindergarten trainer in the Philadelphia Normal School.

"We have been told," said Miss Adair, "that every science has been evolved from its corresponding art; that the doing has always preceded the knowing before it was done. . . . It is impossible to prophesy how much of better treatment and opportunity the future child will owe to the present movement. I say movement, for indeed it can hardly be called a science yet. However, it is a beginning of better things, and we hope for much from it.

"In this wave of enthusiasm for child study, which has swept over the country in recent years, the kindergarten has been a target, and of all people it behooves the kindergartner herself to be stirring betimes."

In reference to modes of studying the child mind, "a true kindergartner does not look at and study little children; she lives in the child's life and understands little children."

Miss Adair spoke of the aid some of our novelists have given us in gaining a true knowledge of the child nature. The first of these is Dickens, who lays bare the child heart and enables us to read the child mind in all its naturalness. In most instances he pictures the child starved mentally and morally, with its painful results, and "by the absence of ideal home life he suggests the ideal."

Another who has drawn faithful sketches of the child mind is George MacDonald. "But without question the most suggestive book for the study is Barrie's 'Sentimental Tommy.' Here you have psychology experimental, psychology introspective."

Mrs. Van Kirk followed the paper with remarks upon the subject. She said one way that she had found most helpful in making a practical study of the natural child mind was gathering together six or eight small children and allowing them to entertain each other, being herself but a silent observer of their actions.

The meeting closed by singing the seasonable kindergarten song, "The Elm Trees are Yellow."—*Edith May Custis, Sec'y.*

The Kindergarten Movement in Wyoming.—The sentiment of the general public in favor of kindergarten schools is strong and rapidly increasing. Everywhere in the state questions relating to their establishment are being discussed. The number of teachers that are inquiring for good kindergarten training schools is an indication of public sentiment. Without doubt, in a very few years every good school in the state will have its kindergarten.

In 1895 the state legislature passed an act authorizing the establishment of schools for children between the ages of four and six years. The people at their regular district meeting were empowered to levy a special tax to support these schools. This tax was not to exceed one mill upon the dollar of the taxable property of the district. This law also requires kindergarten teachers to hold certificates or diplomas from reputable institutions, and to pass such examinations as the boards employing them may require.

Under this law several districts have established schools. So far as I can learn, but one such school has been established in the country districts. Several village and city districts have taken advantage of the law and established schools which in part do the work of the kindergarten.

The difficulties in the way are a lack of trained teachers, and a feeling that the subject needs further investigation. It seems that Wyoming would be a very fertile field for advertising kindergarten material and literature.

Miss Adah E. Turner, whose work at Cooper, Wy., is the best I have seen in the state, writes as follows: "I used the eleven gifts for morning work, and the twelve occupations in the afternoon, changing each day for the first year. The second year we used the chart alternate with the vertical script for the first three months, followed by the text-book and script for the rest of the year." This in a measure characterizes the work done in the schools of the state.

Wyoming is rapidly passing from the pioneer stage, and the promise for her schools of the future is bright.—*Frank H. H. Roberts, Principal Normal Department University of Wyoming.*

The Chicago Public School Exhibit at the Paris Exposition has attracted much favorable attention from European educators. Howard J. Rogers, director of Education and Social Economy for the United States Commission at that exposition, has written to Superintendent Cooley, stating that he is in receipt of requests from France, Russia, Austria, England and Italy to give to their educational representatives specimen work of the pupils. Director Rogers suggests meeting this request by giving at least 50% if not all of the bound volumes in which the exhibition is contained. Chicago had originally intended retaining the exhibit as a souvenir, but Superintendent Cooley referred the communication to President Harris, who expressed his gratification and said the request would be granted. This will certainly be the wisest and most far-reaching use to which an educational exhibit could possibly be put.

The exhibit was arranged by the late Emanuel R. Boyer. It was made up of samples of work done by pupils of each grade in common studies and in the special branches, a detailed description of the school system, copies of the books used, annual reports, photographs of the board and of a number of schools, descriptions and illustrations of the medical inspection and child-study systems.

THE Chicago Kindergarten Club held its first meeting of the year on Saturday, October 13, when a delightful lecture, entitled "A Glimpse into the Home Life of all Nations," was given by Miss Zonia Baber, instructor in geography in the Chicago Institute. The lecture was illustrated by stereopticon views, and was followed by a procession of people attired in the dress of the different natives of whose homes Miss Baber had told. In rooms adjoining the hall were laid a number of pictures, books, and curios from the different countries visited by Miss Baber in her trip around the world.

The lecture was introductory to the subject for the year, "A Study of the Facts of Play as Shown in the Fundamental Instincts." A business meeting was held before the lecture, during which the club elected Mrs. A. H. Putnam, president of the Kindergarten Club, chairman of the local committee of the International Kindergarten Union, which will hold its annual meeting in Chicago in the spring of 1901.

Chairmen of various other committees in connection with the I. K. U meeting were also elected.—*Lizzie Whitcombe, Cor. Sec'y.*

THE first annual meeting of the St. Louis Froebel Society for the current scholastic year was held on Saturday, October 6, at the Crow School Kinder-

garten, Pres. Mary C. McCulloch occupying the chair. Her happy address of greeting contained an announcement which came as a delightful surprise to the enthusiastic audience. It was that thru the generosity of Miss Ann Ewald of this city a collection of sixty volumes had been placed as a gift at the disposal of the society. Reports were read by Miss Annie Harbough, chairman Library Association; Miss Ella Ford, for the Needlework Guild, and Miss Nellie Flynn, treasurer.

The following officers were elected to serve this year: Miss M. C. McCulloch, president; Miss Mabel Wilson, vice-president; Miss Jennie Taylor, recording secretary; Miss Nellie Flynn, treasurer; Miss Eliz. J. Longman, corresponding secretary. After a committee had been appointed to arrange a program for the year's work in the society the meeting adjourned to meet Saturday, October 27.—*Eliz. J. Longman, Cor. Sec'y.*

Bellecycle is a new game suitable for kindergarten or home, under the trees or in the playroom. When properly adjusted we see attached to wall or tree a target, from whose center extends a rod, and from whose base drops a net held in position by a circle. Seven strong rings of different sizes and colors, together with a set of cues, complete the apparatus. Several different games can be played. Bellecycle itself suggests a combination of grace-hoops and ring-toss. With the cues the rings are to be tossed thru the circle over the rod. Every muscle is called into play and by exercise that is not at all violent. The game would be a charming one to use in kindergarten in connection with the subject of "the knights." For older children or adults, a kind of figure called the "lancers" has been designed. It requires eight people, and we judge it would prove both interesting to play and charming to see, especially if accompanied by music. The price is \$3.75. Made by the Morgan Bellecycle Co., Oberlin, Ohio.

Doll Houses that are Educative.—The Cranford doll houses are tiny artistic dwellings, made under the supervision of Miss Gordon and furnished appropriately with taste and care. Miss Gordon has always been interested in architecture and dolls, and has brought these apparent extremes together in a most attractive way. Some of the houses are reproductions of the homes of famous people; for instance, one is modeled after the colonial Longfellow house, and has twelve rooms furnished in colonial style. The beds are four-posters, and settees and other quaint furniture suggest the days of long ago. The Whittier house at Danvers and Washington's home at Mt. Vernon are also reproduced. The details are quite perfect—stairways, verandas, French windows with glass, curtains, and shutters, doors with knockers, fireplaces with andirons and kettles will prove most alluring to the child who is fortunate enough to own one. Character dolls can be had to keep house in correct colonial style.

WHILE friends of education at home have largely concerned themselves with pictures in our public schools, foreign educators have been profoundly impressed with our public schools in pictures. The sixteen moving pictures of New York schools, showing nearly two thousand pupils in all parts of school work, including recess, cooking classes and fire-drill, were one of the wonders of the Paris Exposition. They were accompanied by a phonograph, by which, for instance, when the children saluted the flag, the pledge of loyalty and patriotic songs were given at the same time. Both the Russian and the New Zealand governments have sent urgent requests for the loan of these pictures for display before the pedagogic societies of those countries.—*Youth's Companion.*

A CUSTOM which is in vogue in Denmark is so graceful and so charitably conceived that it might well be introduced as a supplement to the "Fresh Air Fund" work in this country. During the summer parents who live in the city make a temporary exchange of children with parents whose homes are in the country. By this plan ten thousand children who live in Copenhagen this year had a chance to romp about the farms, and an equal number of little rus-

tics saw the sights of the city. This is one of those rare bargains by which both parties profit.—*Youth's Companion*.

PUEBLO, COL., has provided several plats of ground for the growing of plants and flowers in connection with some of its kindergartens. In most cases each child has a plot of its own, additional to the general one in which all have an interest. In carrying out this plan, Supt. J. F. Keating seems to be following very closely Froebel's suggestions about gardens, which to him were so important a part of his scheme of education. Speed the day when every kindergarten will have its plant garden.

THRU the generosity of Mrs. Hearst a free kindergarten was opened in Lead, Monday, October 1. For the present the kindergarten will be conducted as it was this summer under the support of the Woman's Club. There will be two sessions daily, one from 9 to 11:30 for the smaller children, and one from 1:15 to 3:45 for the other class. The number, however, will be limited to sixty children. The kindergarten will be in charge of Miss Gregory, who directed it this summer.

MISS VALENTINE PRICHARD has given up her work in Sacramento to assume charge of the Kindergarten Training Department of St. Helen's Hall, Portland, Ore. St. Helen's Hall is a young ladies' boarding school of some two hundred students. The city is a thriving one of nearly 100,000 in population, and as yet there are no public school kindergartens. Hence Miss Prichard feels there is much to be accomplished in her new field of work.

THE Orphanage of New Orleans, conducted by Mr. Michael Heymann, is opening its doors to the Galveston children. There is capacity for three hundred. Miss Lena Nefler, the kindergarten mother of this institution, has just returned to New Orleans from a short vacation visit in her home in Chicago. Mr. Heymann was a delegate to the Educational Congress at the Paris Exposition, and was one of the speakers there.

As a result of the Galveston disaster Miss Julia Runge has been obliged to remove her kindergarten and training school from that city to San Antonio, Tex., where it opened October 15.

The good work done in Galveston must have told in its effect upon the general public intelligence, and we hope, therefore, that Miss Runge will win quick success in her new field of labor.

Supt. W. W. Speer will address the Chicago Union of Liberal Sunday-schools on Tuesday evening, November 13, at the Third Unitarian Church at Monroe street near Kedzie avenue. He will discuss the desirability of connecting the work of the Sunday and day schools. The exact title is "Educational Principles as Applied to Sunday-school Work." All interested are cordially welcome.

The Alumnae Association of the Philadelphia Training School for Kindergartners will hold its annual meeting on Nov. 10, 1900, at the School of Industrial Art, Broad and Pine streets. A lecture on the "Kindergarten Program" will be given by Miss Laura Fisher, directress of the public kindergartens of Boston. After the lecture there will be a social meeting of the members of the association.

MISS MARIA AVA HERNANDEZ and Miss Maria Podial of San Juan, Porto Rico, will be members of the normal class of the Indiana Kindergarten and Primary Normal Training School, Indianapolis, this year. They have had one year's work under Miss Anna M. Gould of San Juan, formerly one of the faculty of the above institution.

THE Brooklyn Kindergarten Union met October 12 at Pratt Institute, Miss Fanniebelle Curtis, president. Mrs. E. E. Meleney told of the N. E. A. meeting at Charleston, and there were reminiscences of summer work from Miss Fitts, Miss Harvey, Mrs. Locke, and others. Alice Dupré Close is secretary.

THE Chicago Board of Education being short of funds, decided recently to curtail expenses by closing the kindergartens during the months of November and December, and other departments as well, including music, German, and drawing. So strong was the protest raised by the kindergarten teachers and the parents of the children that the kindergartens will undoubtedly be continued, the needed money being secured in some way consistent with the rights of all concerned. In order to make plain the feelings of parents and taxpayers in this matter, committees were appointed to canvass each school district and circulate a petition among the taxpayers. Mrs. Mary M. Blodgett, president of the Kindergarten Public School Association, estimated that ten thousand signatures were obtained by the teachers.

BEETHOVEN gave the following pedagogical advice to the pianist Czerny, who was teaching his nephew Carl: "When sufficiently advanced do not stop Carl's playing on account of little mistakes, but only point out at the end of the piece. I have always followed this system, which quickly forms a musician."

A COLORED kindergarten, under the direction of Mrs. A. J. Carey, has been opened in Quinn Chapel, Chicago; thirty children in attendance. Besides the kindergarten a library and reading room, a bookworm club for students, and a day nursery are to be opened soon.

MISS ANNA MURRAY, principal of the Chicago Sloyd and Industrial School, spent the summer mountaineering in the Catskills. Her normal class in Sloyd will practice at Hull House, where they will instruct the children under Miss Murray's careful supervision.

THE board of education of Rochester, N. Y., has decided to support the Industrial School no longer. The women of the city, however, will see that it is maintained, if need be out of their own resources.

MISS ANNA WILLIAMS of Philadelphia, being unable to serve as vice-president of the Kindergarten Department of the N. E. A., Miss Caroline Hart of Baltimore has been chosen to fill that office.

Mrs. Mary E. Sly, for four years head resident of the Northwestern University social settlement in Chicago, will take charge of the work in Sacramento which Miss Prichard has just resigned.

THE kindergarten of the S. S. Orphan Home at Knightstown, Ind., will be in charge of Miss Bertha Tyner. Her predecessor, Miss Louise Hawley will spend the winter abroad.

MISS BRAINERD, for several years kindergartner in a Chicago public school, has accepted a position as kindergartner on a plantation seventeen miles from Honolulu, H. I.

MISS NELLIE SCHROCK is principal of the Kindergarten Department of the Indiana Institute for the Education of the Deaf.

MISS KNOWLES, of Dayton, Ohio, will be kindergartner this year in the Northern New York Institution for Deaf Mutes.

MISS IONE VORIS has been appointed director of the first public school kindergarten in Columbus, Ind.

MISS ANNA GIDDINGS will teach in the Kindergarten Department of the Syracuse (N. Y.) schools.

A SUMMER school for parents was held in July at Virilia Heights, Geneva Lake, Wis.

MISS CLARA MILHENING directs a private kindergarten in Evanston, Ill.

MISS KATHERINE LIVERMORE is to be kindergartner in Buffalo this year

BOOK NOTES.

"Music for the Child World—Characteristic Scenes and Sketches," the first volume of Miss Mari Ruef Hofer's group of three is now to be had, which news will be gladly received by the kindergarten world. Several years have been required for its compilation, and it has been musically revised and edited thruout by Calvin B. Cady. The result of Miss Hofer's thoughtful research and careful selection is an exceedingly choice collection of instrumental pieces by the best composers; these are of a nature sufficiently simple and melodious to be within the comprehension of even little children. A glance over the table of contents tells of a great variety of themes. A few simple chants and pieces expressive of the more serious moods are succeeded by others of more lively spirit. In the nature series we note descriptions of the cricket, the field-mouse, the mole, frogs, dance of the frost elves, care of the winds, etc. The industrial series tells of the busy housewife, the gnomes, the "Harmonious Blacksmith," "Dolly's Kitchen," spinning, the mill, etc., and then there are themes suggested by the "Hurdy-Gurdy," "The Music Box," "The Railroad Train," "Rocking-horse," "Tally-Ho," "Top," etc. Among the names of the composers we find those of Beethoven, Mendelssohn, Grieg, Mozart, Schumann, Gurlitt, and others. A few suggestions are given also, as aids to the kindergartner in interpreting the ideas and moods presented, and a charming bit of verse accompanies each selection.

It is quite within the teacher's power now to present to the little child music that he will enjoy, and that at the same time will elevate and cultivate his musical appreciation. Such has been the distinctive aim of the compiler, and we think it has been realized. The book is equally valuable to the kindergartner, to the mother in the home, or the music teacher, in helping to inspire the right musical ideals. It is published in very pleasing form by Clayton F. Summy, Chicago. Price \$1.25.

"The Book of Penny Toys," by Mabel Dearmer, Macmillan & Co., price \$2.00, is a collection of verses illustrated by the author in flat washes. Miss Dearmer has chosen for the subject of each jingle an English penny toy. There is some philosophy in the following, which relate to a contrivance showing a small doll and a butterfly of the same size, occupying the same box:

A happy little toy am I,
I chase a lovely butterfly;
And all the world is gay and bright,
If children turn the handle right,

But if they turn the other way,
I bear my lot as best I may,
In sobs and tears; because, you see,
The butterfly runs alter me!

He is exactly the same size,
But fiercer looking round the eyes;
He nods his head, and wags his wings,
And blinks the most terrific things.

I scream and cry, and run away,
But he keeps up the chase all day,
And laughs to hear me call in fright:
"Good gracious! Turn the handle right!"

WE are pleased to call the attention of our readers to the delightful little story, "The Dragon-Fly Children and the Snapping Turtle," which appears in this issue of the KINDERGARTEN MAGAZINE. It has the touch of humor in which so many present-day stories for little children are lamentably lacking. Those familiar with the writer's other books will recall this characteristic. The good points and little faults and foibles characteristic of the average

child (and grown-up also) are here reflected thru the sayings and doings of the animals, thus conveying a lesson in a happy, impersonal way. The idea is not new, but the manner *is*. The author, Mrs. Clara Dillingham Pierson, was formerly a kindergartner and training teacher. The forthcoming book on "Pond People" is the fourth and last of a series of books of nature stories about the "Meadow People," the "Forest People," and the "Farmyard People" respectively, all of which have been very successful. One of the series has already been published in England and has been well received there. Dr. MacClintock, professor of literature, Chicago University, considers "Among the Barnyard People" as one of the best of books for children.

"Sunday Afternoons for the Children—A Mother Book," by E. Frances Soule. Fords, Howard & Hulbert. Price 75 cents.

Mrs. Soule speaks as one who has had experience both as mother and teacher, and the book will appeal to all who have to do with children. It is fertile in suggestion for employing mind and hand in ways productive of happiness and good to the child and the child's friends. One suggestion seems particularly practicable: "Children," she says, "are busy thinkers, and scarcely an hour passes in the day but that some experience starts an idea which must be put forth in a question. Mother is often too busy for interruption, or she may be away. A disappointed, lonely feeling comes over the child, whose every thought is impulse, and the eager little natures, as we know, usually demand immediate replies. Would it not be a wise invention for the child to write that query upon paper and reserve for a Sabbath afternoon question box? It would also teach control of their best thoughts, as children would hardly care to write what really was of little importance." This little volume will help the mother to "live with her children."

THE song, "Five Little Pussy Cats," which is found in the current number of the KINDERGARTEN MAGAZINE, is taken from the book, "Wee, Wee Songs for Little Singers," by Charles H. McCurrie. The same book contains, among others, an alphabet song which will please children of the primary age. Published by H. F. Chandler. Price 50 cents.

Can be supplied by the KINDERGARTEN MAGAZINE.

"The Point of Contact in Teaching," by Patterson du Bois, comes out in a new and somewhat enlarged edition. It would be well for the inexperienced kindergartner to read this little volume before undertaking the responsibility of program making. Those longer in the work will be glad to refresh their memories and reinforce their intuitions.

THE *Elementary School Record* No. 6 contains a monograph by Katherine B. Camp on "Science in Elementary Schools," and reports of the year's work of groups III and IV (a study of social occupations) by Mary Hill. We hope all teachers, especially those in kindergarten and primary grades, have access to these valuable monthly records.

Brush and Pencil for October contains a sketch of the life and work of Thomas Moran, so well known for his splendid paintings of Western American scenery. A number of pictures in the American section of the Paris Exposition are reproduced in this issue, and there are articles besides on Japanese art, American art industries, etc.

THE *American Mother* is not a new journal, but is the *New Crusade* under another name. Dr. Mary Wood-Allen is editor as before, assisted by Rose M. Wood-Allen. Mothers' Clubs will find this a very suggestive and helpful monthly visitor.

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KINDERGARTEN MAGAZINE

Vol. XIII.—DECEMBER, 1900.—No. 4.

NEW SERIES.

PREPARING FOR CHRISTMAS.

ALICE M. BARRETT.

I WOULD like to place a few practical points before the minds of our friends in regard to the preparation for Christmas. What does it mean?

Does it mean hurry, rush, drive, exhaustion in mind, body, and pocket-book? Does it mean that somebody gave me a handsome present last year, and that therefore I must give one as handsome in return this year? Does it mean that as I have so many relatives and friends I am obliged to give something to every one? Does it mean, "Oh, dear! I am so tired getting ready for Christmas! I wish it would never come again!" If it means this to any one of us, then it also means that into the daily life of the homes we love so well, into the kindergartens where so many little ones are leaning upon us, we bring an atmosphere of hurry, worry, drive, tire, exhaustion; the children grow restless, weary, angry; confusion reigns supreme. We say: "What can be the matter? The folks at home are cross and the school children are all out of sorts!" What would we say if the children and home folks were sitting in a badly ventilated, overheated room? We would say, quite sensibly, that the resultant crossness, tired feeling in the head, etc., were caused by a lack of purity in the air; that we must open wide the windows and give the little ones exercise.

The principle works in the same way upon the mental and spiritual planes as upon the physical, and we need to study quite as much the laws governing our spiritual and mental atmosphere as those governing the physical.

Hurry, worry, drive, rush, and the "Oh, dears!" of life mean simply that the inner rooms of our being are overheated, and

that our windows are closed and fastened so that the fresh air or spirit which radiates thru our whole physical body as light radiates from the sun, enfolding all with whom it comes in touch, is shut away from us.

Now what are we going to do about it? How are we going to discover and make use of the laws governing our everyday thought, feeling, and action?—for these are what go before, thru the whole, round year, to prepare the way for the great love day, the Christ day, Christmas.

Let us begin, first of all, to ask ourselves the question: "What does Christmas, the great day near the end of our year, mean to me?" I think we shall all agree in the answer that it means "Glory to God in the highest, on earth peace, good will among men," and I think our best reason will acknowledge that God is not a slave-master, driving us on into the rush and hurries of life; for he never rushes, he never worries, he is never exhausted, but is full to overflowing, with plenty of vital force always in reserve as well as plenty to give out. I think that we shall all agree, if we follow the instruction which the world gives us, that it is necessary to rush and drive, to worry and exhaust. Exhaustion means giving all that we have when there is nothing more coming in; giving when we have nothing stored away in reserve; and this may be done with our money, with our ideas or things that are worth talking about, and with our affection (as, for instance, when we give the kiss with no true feeling to back it up). This is giving glory to the world rather than to God; and, surely, to exhaust ourselves or to give before full preparation is made for the giving, to worry about the many little things that cross our path, the rush and drive because we failed in the beginning of the year to do the daily things at the time we could have done them, or because we failed to prepare our children's kindergarten gifts little by little as others were finished, is not God's way of working to bring peace on earth and good will among men. Good will is God's will, and it is God's will, God's desire, God's purpose that we, his children, shall study his inner, highest laws and use them.

The question then comes: "Well, shall we give up all Christmas giving and receiving this year because we failed to begin our work in time, and must therefore hurry to get it done at all?"

I do not think this is necessary; but let us begin today, to-

night after the busy day is over, and find some place where, for ten, fifteen, or twenty minutes, we can be alone; then let us hush every restless, hurried thought that may fly across our mental horizon, silence every inside tendency to scold or quarrel with ourselves because of mistakes we have made thru the day, admit no thought of injustice done to us by others, and in this quiet inside hush let us listen to every bit of God's word that will truly come to us.

It may reach some of us thru God's stars. We may hear his voice say to us thru them, "Fear not. See, my loving wisdom is strong enough to hold each of these stars in place; nothing is mixed or crooked in my world, and I am with you in your world. I am able to straighten the crooked places; I will make the rough places smooth. This is my good will, my purpose, and my promises never fail."

Perhaps it may be the pure white snowflake or the song in the wind that will bring us a purifying, strengthening message; or perhaps it will come from that inner stillness. We know not how, but come it will, as we hold our clashing thought still. Let us repeat this in the morning when we awake, and in so doing we shall find that we have opened our inner windows so that pure, fresh, clean thoughts and feeling can enter; so that on again entering the industrious, working world we may be able to accomplish just as much work (perhaps more), and thru it all the spirit of peace, love, and joy will be felt to be living inside instead of the old noisy, clashing thoughts and feelings.

If we begin today to do this we will have no time to open our doors for regret of the past, for regret will only bring in poisoned air. Will not this be worth the attempt at least to prepare ourselves now as far as possible for the Christ day so near at hand? This new spirit will radiate itself into and thru the hearts, minds, and fingers of the kindergarten children. It will teach us that if we have not the dollar to spend in a gift, a letter with perhaps a five-cent bunch of violets or pansies tied upon the envelope and sent in a box, will carry the true message of peace on earth far better than the expensive gift, if there is back of the latter the thought, "I can't really afford it, but I must." God is just as well as generous. You are his child, not the world's child. I am his, we are each and all his children; therefore in our preparation for his day of days let us get ourselves

still enough inside, every night and morning, to hear him talk to us, to feel the great mother-love enfolding us, and know in the stillness the nearness of all that is good, true, beautiful; of the harmony that sings its way along everywhere all the day long. As we listen our ears will grow to catch more and more harmony rather than worry, fear, rush, or regret.

So may our present preparation bear its precious fruit of glorifying our Father and Mother love above, and may we feel within a new, clean peace which will, without our much talking, bring a sense of happy quietness and little quiet ways among the restless or ever boisterous kindergarten children.

CAROL, oh, carol,
Christmas is here,
Gladdest of birthdays
In all the year.

Long ago Christmas,
In winter wild,
Brought us from heaven
The dear Christ-Child.

Sing, little children,
Glad echoes wake,
We'll love each other
For Christ's dear sake.



MY MARY.

From large water color by Lucy Fitch Perkins.
Published by Prang Educational Co.

HOME TRAINING OF JAPANESE CHILDREN.

LOUISE E. DEW.

THE child of Dai Nippon goes not only to school, but to the family temple also, where the prayers he offers are very poetical. He pulls the cord that sounds the gong, claps his chubby brown hands together to call the attention of the god to his petitions, clasps his fingers under his chin, then repeats his prayer. Mayhap an old woman is seated at the door of the sanctuary with a cage of birds before her; as the child passes out he gives her a small sum of money, perhaps not more than a rin, which is equal to one-tenth of a cent, in return for which he sets the captive free. It is in this way he sends his offering up to heaven's gates, as it is believed that any person who releases a bird from captivity sets some poor soul free that is restrained from reaching Nirvana—the Buddhist heaven.

Then, too, the children go on long pilgrimages with their parents or grandparents, for in spite of the infirmities of age old people often make tedious journeys to some famous temple or shrine. Altho they are not religious in the sense we have been taught to believe, Japanese children are very reverential, and they may be seen any day at Nikko standing before the magnificent temples, under the great cryptomeria trees, admiring all the grandeur and feeling the sacredness of the place as much as the older people.

It is a common sight to see a group of boys and girls before the carved doors with the father or an old priest explaining the significance of the marvelous carvings and figures.

A favorite subject is the "Three Monkeys of India, China, and Japan," which adorn the walls or alcoves of various public places. One monkey has his hands over his eyes, another has his hands over his mouth, while the third covers his ears. There is not a boy or girl in all Japan who does not know the meaning of the "Three Monkeys"—see no evil, speak no evil, hear no evil—a very good thought for American boys and girls to bear in mind.

There is something very solemn about a Japanese temple, but the grounds themselves are an extraordinary sight. One can get

tea, sake (rice beer), or lemonade at the numerous booths and tea-houses along the way. Then there are stands with saucers of rice, peas, and beans to be used as offerings to the gods, pigeons, or albino pony. The latter is usually designated as the "sacred white horse," and no child ever visits the temple without investing a rin or so to feed the greedy little creature with his pink eyes and nose, who eats and grows fat at the expense of his boy and girl patrons. Sometimes there are apes and monkeys too that prostrate themselves in Japanese fashion, performing all sorts of funny antics, for which they are rewarded with tidbits.

But it is only in their homes that Japanese children may be seen to the best advantage, for there they are perfectly natural. One who is so fortunate as to spend a few weeks or months with a native family never forgets the experience, but it is rarely indeed that one can get even a glimpse of the real inner life of the Japanese, for to them the home is a very sacred place, and consequently they are loath to have a foreign guest.

Of late years the foreigners have had more opportunities to see the family life of the natives than formerly, but even yet the people of the upper class are conservative, and it is difficult to obtain entrance to their homes.

If a Japanese gentleman wishes to be courteous to a foreigner whom he has met socially, or with whom he has business, he does not extend the hospitality of his home except on the rarest occasions. Instead, he will invite his acquaintances to dine with him at a native inn, or they will receive refreshments and entertainment at a tea-house.

In case one has letters of introduction from government officials, or if he has influential friends in Japan, he may have an opportunity to visit a house of the aristocracy, but even then the guest may not see the wife and children of his host. It is customary for the former to make her appearance when tea is served, after which she withdraws, unless lady callers are present. When it is time to say the good-byes she generally reappears to extend her "*sayonares*."

People of wealth usually have large grounds surrounding their houses; but if they do not even the smallest space is utilized, and there is always a beautiful garden, if it has to be in miniature. There will surely be a lake, foot-bridge, a goldfish pond, some stone lanterns, and winding walks. This is the spot that delights

the children most of all, and here they play under the watchful eyes of their *amah*, who sometimes joins in the sport.

When the little people are old enough to study they either have a governess or tutor, just as children of the wealthy have in all countries, or they are placed in private schools.

The everyday life of the common people is very interesting. At an early hour the family rise, the wadded quilts on and under which they have slept are folded and put away in a press with a sliding door. Here also are kept the little wooden, wicker, or bamboo pillows on which the nape of the neck instead of the head is rested. The latter is padded on top, but even this does not make the posture any more comfortable, and American boys and girls would do a great deal of grumbling if they had to lie with their necks in a stock, as it were, all night. This kind of pillow was formerly imperative for boys as well as girls, on account of the elaborate method of dressing the hair, and to prevent the bedclothes from becoming smeared with bandoline. Nowadays boys wear their hair cut after the American fashion.

Aside from these pillows the floors are not uncomfortable places to sleep on, as the mats are padded two or three inches thick, and the quilts are exceedingly soft; but one does miss the bedsprings. Then, too, it is not unusual for fleas to have a picnic at the expense of the would-be sleeper.

After the bedding is all disposed of the room is quite empty, for the Japanese do not clutter their houses with furniture as we do. The floor mats, which serve as beds, chairs, and tables, are swept and carefully dusted, as well as all the woodwork, and this usually falls to the girls if there are no servants.

Nearly every Japanese house has a *tokohama* in at least one room, and this recess or alcove is the place of honor in the home before which the guest is always seated. In this alcove hangs a *kakemono*—an embroidered or painted scroll—and sometimes an ancestral tablet, or other memorial to the departed relatives, may be seen on the shelf. The girls never forget to arrange a vase of flowers under the hanging picture, and bouquets are also placed in the vases, which hang as gracefully on the polished posts of a folding screen. It is a pleasure to watch the dainty little girls grouping the flowers and fluttering around like tiny brown birds sipping their fragrance.

Besides this there is the washing and polishing of the piazza

which runs around the outside of the house, between the *shoji*, or paper screens, that serve as windows, and the *amado* or external sliding shutters. This completes the housework aside from the kitchen duties, which are very simple.

Thru the shops, which are open to the street, one sees the daily life of the merchant class. True to their habit of having everything the reverse of what it is to us, the Japanese place their kitchen in the front part of the house adjoining the entrance, and their living rooms are in the rear, usually opening upon beautiful gardens full of arbors, urns, dwarf trees, and other decorative effects that are faithful representations of those we see on lacquer Japanese boxes and fans.

The kitchen is seldom floored, excepting in the best houses. All the cooking is done on a range in which wood or coal is burned. As there is no chimney the smoke escapes from the front opening and fills the entire kitchen. For this reason the women and girls keep a towel wrapped about their heads to protect their beautiful hair from the soot. It is no uncommon sight to see a girl working her lungs at the fire blowing-tube—a large bamboo two or three feet long, opened at one end for a mouth-piece and at the other for the range. Were it not for the square aperture in the roof of the kitchen every room in the house would be filled with volumes of smoke, but this opening overhead serves as a chimney.

When dinner is ready it is announced by clapping two oblong blocks of hard wood together. Instead of a large table surrounded with chairs, each child has an individual lacquer table about one foot high from the matted floor, and before which he sits on his heels. Some of these tables are in the form of a box about one foot square. When ready for use the lid is lifted and laid on the body of the box, the inner surface up. These tables are ingenious devices and would delight any American child. The inside is usually japanned red, the outside green, and there are wonderful pictures of storks, fishes, and flowers on the tray, for such it really is. After he has finished with his dishes, which usually consist of a rice bowl, vegetable dish, and chopsticks, they are washed and stored away in the box or drawers of the table. Children in our country would think they were playing house-keeping if they ate one meal in a Japanese home.

The tables are arranged in a row, if there is a large family, so that all can sit together.

If a son is married his wife is supposed to serve; if the children are all small the eldest daughter assists her mother, both sitting at the small table opposite the row. Here is an iron cooking-pôt, a basket of flaky white rice, a teapot, and the necessary bowls and cups for serving.

Sometimes the daughter-in-law looks like a child herself, and indeed she is but little else. However, to her lot falls the heavy work, and, sad to say, if she displeases her parents-in-law they can dismiss her from the household whenever they please, no matter how much her husband may think of her. The latter would not think of interfering in these arrangements, for filial piety is part of the religion of these boys and girls. Howbeit, all Japanese fathers and mothers-in-law are not unkind, as is generally supposed in America. They do not forget that their daughters are in other homes where they may not be treated well.

It is very amusing to watch the children use their chopsticks, altho they are exceedingly dexterous in handling these little implements. These *hoshi* (as the natives call them) are of various kinds; some are of bamboo, others of mahogany, and still others of ivory. They also vary in shape and size, some being round while others are angular, slender at one end and stout at the other. They are held in various ways, just as boys and girls in America hold their knives and forks in different positions, but as with us there is but one *right* way. One chopstick is held between the thumb and forefinger, the other between the fore and middle finger; they are then nicely balanced and used to convey all kinds of food to the mouth. By following the foregoing directions with two leadpencils a better idea may be given of the difficulty one experiences in managing these implements at first, for they persist in wobbling about in the most aggravating fashion.

The better class of people never use the same chopsticks twice, but instead furnish little strips of sweet white wood, highly polished and split apart for only half their length to show that they have never been used. It is thus an easy matter to pull them apart.

Cooking is an art that every girl in Japan is taught to look upon as an accomplishment. She must know how to cook the staple food—rice, which is the staff of life to these people. She must know how to make soup and to fry fish properly. Last, but not least, she must be able to prepare a good teapot of tea. All

these details may be watched thru the open *shoji*, where the young lassie receives her instructions in the mysteries of the cuisine. Of course a great deal of sampling goes on while the various dishes are in a state of preparation. The patient mother or sister teacher oversees the process.

Then there are the kimonos to make and laundry, for every girl must know how to sew and wash her own clothing. Sewing itself, particularly that on the kimonos, is not so difficult, for the seams are all straight, and long stitches are taken so that the garment may be easily ripped apart when it is necessary to cleanse them. Fancy an American girl ripping her gowns each time they are laundered! However, it must be remembered that the kimono is a very simple affair, with no ruffles or tucks, so that it is not such a task after all.

When I first went to Japan I used to wonder what the women and girls were doing when I saw them at one certain kind of work. The solution was that they were dyeing cloth and were stretching it out to dry. It was not long before I saw that I was mistaken, for one day Kiku (chrysanthemum) and Haru (spring), the daughters of my landlord, ripped their kimonos under my *shoji*, washed them carefully, dipped them in a starch made of rice flour, then while wet pasted them on boards and left them to dry in the sun. And thus the mystery was solved.

Even very young children have their tasks if it is nothing more than caring for the pets, of which even the poorest homes can boast.

In the country districts, where each house becomes a nursery for silk worms, the boys and girls do their part admirably, being well acquainted with every detail of silk-worm culture, and often learning more about natural history than many college graduates in America. The girls are taught to weave and spin, which in time they learn to do quite as well as their grandmothers. And thus the days pass in a Japanese home.

When the children come home from school in the evening they remove their clogs at the door, then bow to their father and mother till their foreheads touch the floor. If there is a grandmother in the home, she, of course, is greeted first. Like all boys and girls who have been in school several hours they are ready for the evening meal of salt fish, rice, and tea. By the time dinner is over it is dark, for there is no twilight in Japan. This is the

signal for the boys to close the wooden shutters, and to light a lamp before the family shrine, which is done after a family prayer to the many armed Buddha at the altar. Then comes the monotonous humming of the preparation of lessons by the older ones, while the younger children play games, or pass the time away with their toys.

When the lessons are learned the older boys and girls are liberated, and what a merry time they have playing the games which their parents have provided with their usual kindly interest, and which they watch and enter into with all the zest of the children themselves.

But best of all are the long winter evenings at home, not as in our country, near the open grate or fireplace, but instead, around the *hibachi*, which radiates a scant amount of warmth in comparison to our heating facilities. Every Japanese house has one or more of these bowls, or a box made of brass or wood, in which are a bed of ashes with a handful of coals in the center. The *kotatsu* is a charcoal fire in a brazier, or a small fireplace in the very center of the room, over which a wooden frame is set, the whole covered by a quilt. It is here that the family gather, the children play, the parents consult, the cat purrs, and the little folks absorb thru eyes and ears the marvelous stories which disguise mythology, philosophy, and not a little of the world's wisdom. In very cold weather the quilt is drawn up over the head or knees, and in this cozy nook the children read from the gayly colored little picture-books, which may be their own, or which perhaps they have drawn from the circulating library.

Their scrapbooks have marvelous pictures of fierce-faced warriors, actors, wrestlers, dancers, acrobats—in fact, every scene and story of Japanese life, all arranged according to the fancy of the brown chubby-faced children, who as a rule are exceedingly merry.

If one should push aside the latticed door on a winter's evening, and peep in upon a Japanese home, a pretty sight would be seen. Above the soft melody of the *koto* one could clearly hear the contented chirp of "the cricket on the hearth." One would hear the hum of the quaint old iron kettle resting over the glowing coals, supported on an iron tripod thrust into the ashes of the *hibachi*, suggesting its entire readiness to assist in the preparation of tiny cups of fragrant tea.

The boys with their fathers would be seen resting contentedly on the white *tatami* (mats), reading or studying; the older girls demurely grouped about the fire bowl, busily plying their needle. The mother and grandmother would be seen reeling silk and spinning if they lived in the country, while the wee maids play with their dolls which are Japanese babies in miniature, and are as much beloved as are those of any western girl. Suddenly the tasks are ended, the books and knitting are laid aside, for grand-mamma is going to tell a story. The mother thrums a minor accompaniment on the *koto* or *samisen*, and the tale commences. Perhaps it is a historical romance, or a recitative poem about some hero of an ancient dynasty; or, mayhaps, it is a wonderful story of fox and badger sprites that holds the breathless interest of the youngsters.

At length the *O Ba San* (honorable grandmother) pauses, refills the tiny bamboo pipe, her dusky eyes all agleam with good humor and love for the children.

"Will you not deign to tell us one more story, august Grand-mother?" pleads Suyo. Then they all cuddle down nearer the *kotatsu* to listen to a sweet little fairy tale about "the old man who made the dead trees to blossom." Even Tabby on the mat purrs softly as the soothing voice continues, and the little eyes that were dilated a few moments before at the "creepy" story grow very drowsy, for the sandman has paid a visit to the home, and the boys and girls are well on their way to Sleepyville.

The quilts and wooden pillows are produced from the mysterious closets, and in a trice the simple beds are made. Very soon the boys and girls, as well as their elders, are slumbering sweetly in the "Land of Nod," where children of every country go, and where by the morning light all must say "*Sayonara*." Nevertheless, often way into the night the little mother may be heard chanting a lullaby to some restless younger child, or perhaps in her sleep she hums *Nen-ne-ko*:

"Sleep, my child, sleep, my child;
Where is the nurse gone?
She is gone to the mountains
To buy thee sweetmeats.
What shall she bring thee?
The thundering drum, the bamboo pipe,
The trundling man, or the paper kite?"

KATHLEEN'S CHRISTMAS.

ALICE DAY PRATT.

A TALL man with a cant-hook pushed a giant log slowly over the edge of the precipice. At a certain point, as if filled with sudden life, the log leaped outward and downward, struck a collection of other logs that lay wedged together half way down the slope, turned end over end and came crashing, booming, thundering to the foot of the slope. An avalanche of loosened logs and boulders followed it to the bottom, then all was still.

Kathleen, safe on the path beyond the creek, drew a deep, soft sigh and looked up at the tall man. He waved his hand to her and disappeared beyond the edge of the hill, only to reappear presently descending the zig-zag trail to the cañon, driving before him a great, muscular, bay horse.

Kathleen crossed the creek squirrel-fashion, on a log, and stood waiting for them, her hands rolled in her apron. She could hear the wind roaring down over the hills, and now and then a snowflake fell from the dull, gray sky. The big horse pricked up his ears at sight of her, and pausing, nosed her over with a sort of whispering whinny, which presently brought forth the expected lump of sugar from the folds of the gingham apron. Then the tall man swung Kathleen to the horse's back, and they went on in silence down the trail.

They were very intimate friends, Kathleen and the horse and the tall man, yet they seldom spoke, and when Kathleen was placed upon her feet once more, and they said good-night, no one was conscious that, till now, the horse alone had spoken.

The man and the horse went on to the mill barns, a mile below. Kathleen toiled up a crooked path toward a log house that jutted from the hillside. There was the tinkle of a tiny bell from somewhere about the house, and a pet doe bounded down the hill to meet her. Kathleen dropped upon her knees and clasped her arms about her friend's neck. They had a caressing way of laying their cheeks together, which was very satisfying to them both, for while Kathleen whispered endearments into "Fleet's" ear, Fleet contentedly chewed the ribbons at the back of Kathleen's head.

"Oh Fleet! Fleet!" cried Kathleen, freeing herself, "that was my very last. You have ruined them all. Now what will mother say!"

Fleet executed a series of impossible gymnastics, and cantered off toward the barn, looking back repeatedly over her shoulder at Kathleen, who was following closely. "Poor Fleet," said Kathleen, "she is hungry; there is nothing left outside to eat." She brought out a little pan of oats, which were eagerly devoured.

"We shall have a snowstorm tonight," said Kathleen's father, as they sat at supper. "And in three weeks we shall have Christmas!" said cheery Granny. This filled Kathleen's head so full of thoughts that she did not speak again during the whole meal. After supper, when the dishes were done, and the family sat in a half circle about the crackling fire, Kathleen climbed into the big rocker with Granny. Kathleen liked her father for splendid outdoor times and jolly fun, and she liked her mother for get-up and go-to-bed times, and many times between, but for story times there was no one like Granny.

"Granny," she asked, "what did you do at Christmas-time when you were a little girl?"

"Do!" said Granny, as brightly as if she had never told the tale before, "what didn't we do! You see for a whole week before Christmas we had vacation, and we always had deep snow. So every day we went coasting."

"The children?" asked Kathleen. Kathleen had never seen a child.

"Yes, all the boys and girls of the neighborhood," said Granny. "We coasted right after breakfast, and we coasted right after dinner, and after supper we coasted by moonlight. The road wound up out of town over a steep hill fully half a mile long. We used to coast down, and then we would tie our sleds together in a long line and take turns in drawing them up in teams of four."

"Yes," said Kathleen contentedly, "what else?"

"Well, some of the boys' fathers had bob-sleds, on which they hauled vegetables to market, and once in a great while we were allowed to have a team and go sleigh-riding."

"All the children?" said Kathleen.

"Yes, all that could go. Usually all went."

"Who took care of little Bob?"

"I took care of little Bob, because I loved little children and was careful."

"I wish I had a little brother Bob!"

"The boys made the horses fly. We had all the sleigh-bells we could borrow. How we did skim over the snow. It was glorious!"

"That was nice," said Kathleen, "go on."

"Sometimes, instead of coasting in the evening, we all came together in somebody's kitchen and played games."

"What did you play?"

"Oh, Cat and Mouse, and Blindman's Buff, and Hide the Thimble, and sometimes we made candy and popped corn."

"Who popped the corn?"

"Hiram Ellis, the biggest and awkwardest of us all," said Granny, laughing gayly, "because he had long arms! Because he had long arms and didn't seem to mind getting burnt."

"Tell about Hiram Ellis when he grew up."

"When he grew up he was the handsomest man in town and married me."

Granny had stopped telling stories, and mother had tears in her eyes.

"Tell about when the company had gone," said Kathleen softly.

"When the company had gone we had to light our little candles and go to bed."

"I wish I had to go to bed with a candle. Were the stairs very dark?"

"Very dark. So dark, that we held tight to each other's hands and hardly dared to breathe."

"Was your room very cold?"

"So cold that we had to jump into bed to say our prayers."

"You and little Esther?"

"Little Esther and I."

"I wish I had a little sister Esther. What did you have over you to keep you warm?"

"A feather bed as soft as down, and another one underneath."

"That was nice," said Kathleen. "Now tell about Christmas Eve."

"On Christmas Eve we trimmed our little tree with strings of

popcorn and bright papers and tiny candles, and then we danced around it and sang Christmas songs."

"What songs?"

"We sang: 'Hark, the Herald Angels Sing,' and 'There's a Wonderful Tree', and many others. After the singing father read us the story of the first Christmas Eve, and then he used to pray that each of us might overcome our special faults and grow up like the Christ-Child. Father always knew when we kissed him good-night that we wanted to grow up like the Christ-Child."

"And in the morning," said Kathleen.

"There were beautiful presents, beautiful presents that everybody had made for everybody."

Kathleen had curled down in Granny's lap, and was very sleepy.

The next morning all the great forest lay buried deep under the first snowfall, and the little children, merry in cities and villages, seemed farther than ever from Kathleen. That same day Granny brought out an old, old picture of the Christmas Baby, and Kathleen asked to have it on the wall that she might see it often. "Such a darling!" she would say, standing before it many times a day. "His mother looks glad. Mother, would you be glad if a baby should come to us at Christmas-time?"

"Yes, dear," said her mother gently, "I would be glad."

"So would I," said Kathleen, dancing up and down. "I guess I would! Just think, Mother, I have never seen a darling baby. Tell me about babies!"

And then mother and Granny would have to tell stories about all the babies they had ever known.

Every evening Granny must tell the Christmas stories, and every day Kathleen would try to act them out. Each morning, dressed in a little deerskin suit that the tall man had made for her, she would go coasting on the hill. For many miles on every side stretched the forest still and white, but to Kathleen her sliding ground was peopled with merry playmates. Sometimes her cheery voice would reach the mother and grandmother working in the house, and the mother would smile and say: "There is Kathleen playing with all your old friends, Granny."

Once the frantic patter of little hoofs brought them to the door, to find Fleet terrified and trembling, dragging the remains of Kathleen's sled. "We were out sleigh-riding," said Kathleen,

coming up breathless, "and the horses ran away, but I held on to little Bob."

Often at the noon hour she would go to the mill, and, perched on a pile of lumber, tell Granny's stories to the men as they ate their lunch. This would sometimes start the silent men to talking of their own Christmas times, and Kathleen would listen with big eyes. The men were always gentle with the little girl, perhaps because she was always gentle and polite with them.

"But, Granny," she said one afternoon, "everybody made presents for everybody, I wish I could make some for all the family." So for an hour each day she worked behind a little screen made of the clothes frame, sometimes on mother's present and with Granny's help, and sometimes on Granny's present with mother's help. But father's present was the best of all, for then she could sit by the fire with mother and Granny and they could talk.

One evening she coaxed her family to form a ring and try to play Cat and Mouse, and Blindman's Buff. "You," she said to her father "are Hiram Ellis, Granny is Granny, mother is Sarah, and I am little Esther."

She seemed to enjoy it royally while the game lasted, but afterwards she said to her mother: "If you were truly children would you really want to play just the same as I want to play?"

On the day before Christmas Kathleen, in her deerskin suit, went with her father to the deep recesses of the cañon to choose a Christmas-tree. It was brought in after supper, glistening with the fair forest trimmings that melted away before the fire. When it was trimmed, and lighted with queer little bumpy candles that Kathleen had made under Granny's direction, Kathleen asked to have the Christmas Baby hung on the topmost branch. Then they must have the Christmas songs. Granny led them with her quavering voice, and Kathleen followed earnestly without respect to time or tune. Her eyes grew big and bright, and when a silvery tinkle, tinkle, sounded from without, she flew to the door, crying, "Bells, bells, Christmas bells!" Only the lonely doe, however, met her on the threshold and thrust her frosty nose into Kathleen's warm hands. Kathleen smothered her disappointment and brought dainty bits from the evening meal, comforting the poor beastie, who would not stay in barn or shed, but would sleep always in the snow in her own wild way.

Kathleen sat very still in her little chair with her hands

clasped before her, and her eyes fixed on the Christmas Baby, while her father read the story of the Child of Bethlehem. Then she said good-night very softly and dreamily, and went away to bed. For a long time she lay watching the brilliant stars of the winter night shining between the tree-trunks.

Christmas morning was radiant with frost and sunshine. It was very late when Kathleen came into the kitchen, for that morning she had not been called. The sunshine lay upon the floor and Granny was busy about a little table set for two. Queer little packages lay around Kathleen's plate. Granny said she had carried the mother's presents with her breakfast to her room. She would not be out that morning and the father was already gone. But there was Christmas love from both for Kathleen, and she and Granny would have their little breakfast all alone. Granny's face had a strange, solemn look, tho it was glad, too. Kathleen felt awed and did not question. It was all a part of Christmas, she supposed. After breakfast she took her little sled and went coasting as usual. When she came back the work was done and Granny sat in the rocking-chair. Kathleen climbed into her lap. She felt a little strange and lonely. "Tell me a Christmas story, Granny," she said, "a new one." Granny was silent for a long time, then she began:

"Once upon a time God was looking down into the world to see how his children were behaving. He saw the people in the great cities, and on the farms, and in ships on the ocean. At last he came to a great forest, and in this forest he found a little home, and in this home two people who loved each other with a love that pleased him. And as he watched them day by day, and saw that this love made them daily more helpful to each other, more patient and loving with their old mother and their little child, and more tender to all living things, God said: "This love of theirs shall not die. I will make it into a living thing, and it shall bless their home forever."

So, day by day, for long months, God wrought upon it, till just at Christmas time it was done, and God gave it to them for a Christmas gift. Then Granny sat Kathleen down in the great rocker and went away. Kathleen sat gazing into the fire, and wondering what the story meant.

In a moment Granny came back, carrying a little bundle in her arms. It was wrapped in a snow-white blanket tied with

blue. Granny laid it very gently in Kathleen's lap. It was warm and heavy and it moved under her hands.

Granny laid back one corner of the blanket and showed Kathleen a tiny face wrinkled and pink, and with soft hair growing above it.

"What is it?" whispered Kathleen with a frightened face.

"It is God's Christmas gift," said Granny, "and your brother."

That evening Kathleen went to kiss her father and mother good-night. She sat for a few minutes on her father's knee, and told them Granny's new Christmas story. "At first I thought it was a story out of Granny's own head," she said, "but now I know it is true."

O LITTEL Childe,
Come down,
Come down,
'Mid wreath of snow,
To us below,
In the whirling, darkling town,
Come down.

O littel Childe,
To Thee
We give our tears,
Our hopes, our fears,
All our grief and misery,
O littel Childe,
To Thee.

O littel Childe,
We cry
Come from above
And bring us Love,
So to love Thee perfectly.
O littel Childe,
We cry.

O littel Childe,
O stay;
Our kisses yearn
To see Thee turn,
Here alone we cannot play,
O littel Childe,
O stay.

—Sung at the Children's Guild of Play, London.

TWO LETTERS FROM THE ORIENT.

WHETHER is mightier, the sword or the pen? Or must the two advance together? These are questions much in the public mind at present and it will doubtless be long ere a solution be reached agreeable to all who study and think. However that may be, our readers will be surely interested in the following letters, which give a glimpse of pioneer educational work among people as remote from us in modes of thought and life as in geographical miles. But there is a point of contact between all peoples, for hath He not made of one blood all the nations of the world? and surely the cultured missionary and trained kindergartners are the ones who can find this point if it is to be found. Miss Julia Wisner, it will be remembered, was a missionary to Burma for thirteen years. She established in Rangoon a training school which now graduates native teachers. The letters speak for themselves:

MANILA, P. I., Sept. 21, 1900.

MY DEAR FRIEND:

I am sure you will want to know how kindergartens have been received in Manila. I wrote you before I left America that a graduate of the Kindergarten College would accompany me, and that she hoped to open the first kindergarten in the Philippines.

We reached here the last of February, to find affairs in general in a transition stage; the people hardly know what they want as to politics, education, or religion. Kindergartens are beyond their comprehension, and it will be some years before the women will be willing to send their children to a Protestant school "to play."

I had a talk with Dr. Atkinson, Director of Public Instruction, a few weeks ago; he said they intended to open kindergartens under the name of primary schools as soon as possible. The government is making very generous provision for the education of these islands. Many American teachers will be employed, well qualified for their profession. These teachers must be graduates of college or normal school, and have had several years' experience in teaching. A salary of \$75 to \$90 gold a month, for twelve months in the year, will be paid, transportation furnished, and an engagement made for three years.

New buildings and equipment will be provided. A normal school for the training of Filipino teachers will be established at once. Special attention will be given to music, manual training, and drawing, and special teachers will be required for all of these

branches. Three million dollars have already been placed at the disposal of the Department of Education.

I believe there will be fine opportunities for kindergartens connected with the public schools, and possibly some of your well-balanced girls would like to be pioneers in this work, so write you of these opportunities. Application accompanied with testimonials should be made direct to Dr. Fred L. Atkinson, Manila, P. I. One of the young ladies wrote me some time ago, before Dr. Atkinson came, and when the prospect did not seem so good.

Our attempts at a private kindergarten for Filipinos have not been successful, but we have gone on and taken what came to us. At the present moment we have a school of American children, kindergarten and primary. Miss Cody takes the kindergarten and I take the primary. I do not know that our society will want us to continue with this work. We are waiting to hear. In the meantime I am very happy with my bright little Americans.

Nearly all of the American children here belong to officers, and there will never be a very large school of American children, probably not enough to make it self-supporting.

Have you read Mr. Phelps Whitmarsh's article on the native Filipino in *The Outlook* for June 16? It meets my view of the Filipino exactly. I am quite unable to say what I think of him; he is certainly a most unreliable creature, and one quite impossible to understand.

I grow more convinced every day that it was necessary for us to take the Philippines and save the Filipinos from themselves, for they are no more fit to govern themselves than they are to govern others.

As I sit on this shady, breezy veranda, and look out over the tops of the nepa houses with a glimpse of the blue sea in between, I am very comfortable, and it does not seem that we ever could have had a hard time in Manila; yet we have had some severe experiences here of the pioneer sort. It was some weary weeks before we could find a house; food supplies were scarce and everything at war prices, and it took us several months to learn where and how to get things. These difficulties are past and living is comparatively easy now.

This is not a heathen country in the generally understood meaning of that term. There are as many churches in Manila as in any city of its size in America. Under friar rule the people have had a primary education. I rarely meet a Filipino man who cannot read Spanish or Tagalo or both. They are civilized to a certain extent, but in certain things that we consider essential to right living they are sadly lacking. When they appear in public they are well clothed in clean garments, but their homes and surroundings are so filthy.

Of the thirty children attending one of our Sunday-schools I do not think there is one of them free from itch or some kin-

dred disease. Some of them have most dreadful sores on head, hands, and feet. They do not seem to be in the least troubled about such things, and it is almost impossible to get them to practice ordinary cleanliness.

One day last week I visited a public school of one of the suburbs. These schools have already greatly improved under our government, but there is still much to be done. As we entered the building the entire school of about two hundred children rose and shouted at the top of their voices in English, "Good afternoon!" I wish I could convey to you some idea of the way in which they pronounced the words. The American teacher is there only in the mornings, so the native teachers had full control. They seemed glad to see us, and desired that we should hear their best pupils read in English. So they were called up one by one and we heard them read, and gave them some hints on pronunciation. It was just about time to close school, and when we left the school pupils and teachers followed us thru the village. We were obliged to stop and visit some of the principal people of the village, and here we had considerable of a following. Altogether we had a funny and interesting experience. This village is surrounded by creeks, and the River Pasig, and in order to reach it we were obliged to travel some distance in a canoe or dug-out. These canoes have very low mat coverings, and it is necessary to crawl into them and sit flat on the bottom of the boat. Our native boatman sits in the stern and skillfully paddles us thru the swift current of the Pasig. I wanted to tell you something about our delightful visit in Kobe, on the way to Manila, but Miss Cody has written such an interesting account of it I have asked her to let me send it to you.

The ten weeks I spent at Gertrude House were so helpful to me; it will always have a warm place in my heart. I only wish I could have spent another year with you.

With kindest regards, yours sincerely, JULIA WISNER.

Care American Bible and Tract Society, Manila, P. I.

A DAY IN KOBE.

On my way to Manila it was my privilege to visit the "Glory" kindergarten in Japan.

Filled as I was with bright anticipation, I could not have asked for a picture more full of promise than was the one that welcomed us as we steamed into the beautiful harbor at Kobe, with its background of ragged green hills, and lying just before us the quiet, picturesque city, spread out over the foothills.

A steam launch took us to the landing, where we stepped into a jinrickisha, the boy going off on a trot down the narrow winding streets, giving us a glimpse of real Japanese life in all its unique environment. We found the kindergarten and training class occupying a roomy, quaint Japanese house, with the added

attractiveness of a pleasant location, and apparently every facility essential to the success of a noble work.

Miss Annie L. Howe,* formerly a kindergartner in Chicago, is the founder of this great work, and is at present not only the director of the kindergarten, but also has in training four promising Japanese women. Miss Howe was not in when we called, but a pretty Japanese girl welcomed us, and with characteristic courtesy and hospitality, opened wide the door and led the way to the kindergarten room. Her face was beaming with pleasure and just pride as she opened the door and set before us that beautiful picture. Sixty bright, happy children stood on the circle ready for games, led by one of their own, a beautiful, self-possessed young woman who very soon impressed us as one bearing the image of the ideal kindergartner.

Thru the long line of checkered windows the morning sun sent its beams as a seeming benediction on this happy scene. We stepped lightly to some chairs near by, glad to be at home again, and with grateful hearts gathered inspiration and renewed our courage for the work before us.

Miss Howe came in presently, and such a welcome as we received from this intense personality. I introduced myself as a graduate of the Chicago Kindergarten College, and she received me most enthusiastically. Those of us who are surrounded by kindred spirits in our profession can hardly realize what it means to be isolated as Miss Howe has been. She said that I was the first trained kindergartner who had visited her kindergarten in the twelve years of her stay in Japan.

Our attention was directed to the children who were representing, in an original way, their ideal of the family thought. It was indeed beautiful, in accord with their environment, and perfectly spontaneous and happy. The bright colors of their Japanese dress, with the flowing sleeves, made ideal butterflies as they flew lightly over the soft matting in their stocking feet. Their movements were unusually rhythmic, which seemed to be a marked characteristic of these children of the Orient. They were just learning our beloved "Knight" song, and in spite of the fact that the "Japanese cannot sing," I have seldom heard sweeter voices or more hearty singing as we listened to the familiar refrain: "Galloping fast and galloping free, who comes riding so swift to me?" After games the paper partitions were raised and they dispersed, marching to their separate tables in the adjoining rooms.

A dictated sequence with the fifth gift was given at one table; the blocks used were made in Japan, as perfect in workmanship as those made in our land. At another table they were folding with their Japanese paper, which I thought to be quite superior, as it did not seem to tear so easily. The forms folded were very difficult, and done so accurately. The little folks in the other room were enjoying a well-directed lesson with the second gift.

* Miss Howe was a graduate of the Chicago Froebel Association Training School.

The lunch period presented a novel sight. Each one took from his pretty box of lacquer ware a little dish of rice and something else, unknown to us, that was to be eaten with it. Then they took their little chop-sticks, eating daintily and with ease, while they chatted together in Japanese.

On the walls were some specimens of the children's splendid handwork. There were flowers and plants in the windows, and out of doors was a large dove-house, occupied, and within view from the windows of the kindergarten. A family of chickens was the special care and delight of the children; also a garden of vegetables and flowers planted by them.

We had spent a happy morning in what seemed to me to be an exceptional kindergarten in every way. No ideal seemed lacking, and the atmosphere and spirit that permeated all the work showed plainly that they were building on the foundation of essential vital principles.

We were told that many of the children came from representative Japanese families, where there was opposition rather than friendliness toward the Christian religion. Tho fees were charged, still they preferred this kindergarten to those of their own government schools. The Japanese cannot afford to resist the influence of the Christian religion when such representations of its transforming power are brought to them. We left the kindergarten with Miss Howe, leaving the assistant to say the "good-byes," according to the Japanese custom.

Miss Howe insisted that we must take lunch with her and then attend the afternoon training class. During the interval she sent word to every kindergartner in the city, asking them to meet with us in the afternoon. We found Miss Howe living quite alone in a charming home; its artistic Japanese decorations, with its simplicity, made it truly beautiful. It would take too long to tell of all the delights of that visit to this enthusiastic kindergartner. She showed us Mother Plays she had translated into Japanese. She has translated a number of kindergarten songs, and I believe others are under way.

We spent the afternoon with twenty Japanese kindergartners. The bright, responsive, cultured young women studying under Miss Howe were a striking contrast to the crude, unrefined young women of the public schools. They told me that Froebel's Mother-Play was their choicest study, so we spent the afternoon talking together upon one of the Mother Plays. What I was able to say was not half worthy of the interest they manifested. My interpreter was a bright, enthusiastic member of the class.

It seemed a privilege to come in contact with such an atmosphere of culture and spiritual insight so far from home.

MARY A. CODY.

THE CHILD'S RELIGIOUS CONCEPTS.

WE are arranging a symposium for our January number on needed modifications in the present day Sunday-school. Several papers have been secured from experienced and thoughtful workers in Sunday-school work. We request such of our readers as have proven any good thing in this connection to communicate at once with the editor, and so help diffuse what light they have sought and found. Brevity and definiteness being highly desirable, we reprint Miss Blow's questions on the Mother Play of the "Church Bell," originally printed in the KINDERGARTEN MAGAZINE for December, 1899. This will help focus thought on certain important considerations, tho it is not necessary to confine attention to these particular questions.

The two child sketches given below will serve to remind us that in our Sunday-schools, as in our day schools, the mental and spiritual status of the child, at a particular stage of development, must be taken into account, or our seed will prove to have fallen on unprofitable ground.

A BOY'S GOD.

The boy was eight years old. His mother was foreign born and spoke little English. His father was of French extraction, and tho he spoke English by preference, it was not the king's English. As far as the memories of their neighbors ran they were excellent people.

The boy went to school in a state that is at great pains to teach its children the questionable performances of the pagan gods of antiquity, and at equal pains to exclude any mention of the God in whose name their commonwealth is founded. Moreover, he grew up in a corner of it where church-going and Sunday-school are in scant favor. His own people, and most of his neighbors, were good Catholics when they remembered to be anything, which was about once in two years.

He had been to school about two years when he fell into the hands of the teacher who makes this record.

It was the hour for original composition.

"You may take your slates," said the teacher, "and write all you know about God." When she had looked at some slates the teacher asked: "Is God good?"

There was doubt on some faces, a few tentative "Yes, ma'am's," then a general rush of affirmation as the opinion gained ground that this was the required answer.

But the boy said, "no." "No, ma'am, no; He ain't good," said it with conviction and some anxiety lest she should be misled on this important point by the ignorance of the majority. The teacher walked down the aisle and turned up the boy's slate. In the middle of it he had written in a cramped, scrawling hand:

"GOD IS A SWARE."

And his teacher had told him it is bad to swear, so had his mother, of course God is bad.

The teacher looked down into a face already beginning to be troubled about the discrepancies between his personal convictions and the popular opinion, and explained that it is because God is so good that it is wrong to use his name in a bad way. She also added the information, evidently new, that God made everything, and that he sees and loves the children.

But if the boy knew nothing of the attributes of Deity, he was well acquainted with the ways of angels, as a chance reference in the reading lesson revealed. He said they were ladies that lived in the sky, and had wings with feathers on them. They could fly and play the fiddle. He said he knew all these things from a picture his mother had, which picture, when the teacher found opportunity to see it, proved to be a Madonna surrounded by any number of able-bodied "ladies" playing stringed instruments.

It was the day the teacher took the third-year class out to the irrigating ditch to study the behavior of tadpoles that the boy evolved his theory of the order of creation.

"Did God make the tadpoles?" he questioned.

"Yes."

"And did he make the toads?"

"Yes, those too."

"Then why didn't he make 'em all toads, and not let them be tadpoles?"

"I do not know, what do you think about it?"

The boy was quite used to such answers from his teacher.

"I guess," he said, "it was too hard to make 'em all toads at first. It ain't so much trouble to make 'em tadpoles, and let 'em get to be toads themselves."

The teacher talked sometimes, in words of one syllable, of God's knowledge of their misdeeds, and their accountability to him, but was careful never to ascribe to him any semblance nor habitation. Yet from some source the boy learned to locate God's home in the vast, unshadowed blue, and to look to him as the author of all natural phenomena. When he did not know the answer to any question in the nature lesson, such as: What makes the wind? What makes the rainbow? he answered "God," with an air of finality that made it a little difficult to explain the difference between primal cause and physical agency.

It was a gusty country where these things happened, and the

wind was often the subject of the morning talk. In the early spring the children brought to school whistles and slips of young willow bark. There was a blowing contest one day under the window where the teacher stood to overlook the playground. The boy came off second best, but tho acknowledging defeat was unwilling to admit the superiority of the victor.

"Uh! you think you can blow, don't you? Well, I know somebody that can blow a lot harder than you can."

"Who then?" demanded the other.

"Well, God can; he can blow forty miles an hour!"

During the morning recess in the beginning of the marble season the unexpected happened. The boy and one other had a fight. The teacher instituted inquiries that elicited the following explanation:

"We were playing marbles and the bell rang, so we picked up the marbles and came quick, cause you don't like us to be late. And I picked up Eddie's taw and didn't know I had it, and I gave it back to him at recess. And he said I stole it and he would tell God on me. And I hit him, and," indignation breaking out in fresh tears, "he hit me, cause he was going to tell God on me. And I didn't want him to do that, cause I didn't steal it neither."

The boy listened respectfully enough to the teacher's explanation of this vexatious point, but the trouble did not go out of his face for some moments.

He had a robust faith in God's prowess that would have accepted the sun standing still upon Gibeon as a matter of course. Such orthodox traditions as the teacher found opportunity to tell him out of hours met with the readiest belief. In one of their walks for nature study, the children discussed the height and difficulty of ascent of the mountain about whose foot they strayed. Almost impassable they judged it, but the boy would not have it so.

"I'll bet," he said, "that God could go over it in one jump, and never know it."

At the end of the term the teacher had the children write on their slates all they had learned about God. Such instruction as she had given them had necessarily been of the simplest, to the effect that the Creator of all things loved those creations, knew all things, even to the innermost thoughts of their hearts, and wished them all to do right. Nothing more. And the boy wrote:

"ALL HE KNEW ABOUT GOD.

"God is a great big man that lives in the sky. He is good. God made the grass. God made the wind blow. God made the toads. God made everything. God can see right thru a house or anything. When you die God gets you. He is stronger than anybody."

A SMALL PAGAN.

Chiquita did not come of a religious family, and being reared in the comfortable isolation of a California ranch, had not, up to her fourth year, received any account of things. The well-meaning person who gave her the first report of Deity was not particularly happy in the attempt. Shortly afterward Chiquita was heard to ask a member of the family if he knew "anything about that good old man that lives up in the sky." Being laughed at she would not for a long time refer to Him in any way.

When the teacher gave her an account of the creation she received it skeptically, and seemed inclined to regard it as a sort of fairy tale. However, since she was not troubled with nice distinctions of moral attributes, she came to accept Him finally as the Creator, and in the wide-open days of midsummer grew into a kind of reverential awe of Him, not often found in church-bred children. She wished very much to open communication with Him, but it was always as the God of outdoors. Often she said of a fruit or a flower, "Let us not pick that, let us leave it for God."

Once, walking among the hills, she strayed away from the others and was gone so long that someone asked her what she had been doing. "Oh, just talking with God," was all the explanation she vouchsafed.

When Chiquita was nearer six than five she and the teacher had the following conversation:

"Do you truly believe there is any God up there?"

"Yes; don't you?"

"Well, I don't know. I asked Him real hard once if there truly, *truly* was anybody up there to please let a little bird come down and tell me."

"And did there?"

"No-o, not exactly," natural truthfulness struggling with the desire to relate a marvel, "but a little bird came and sat on the button bush and hollered just as loud, and maybe he was telling me, only I couldn't understand him."

The spring after Chiquita was six the teacher told her the Easter story, which, owing to the views of her parents, she had not yet heard. When the story was finished, "Now," said the teacher, "you tell me who rose from the dead on Easter morning." Chiquita shut her lips in a hard line, affecting not to hear. The question was repeated, and finally her mother remonstrated. "I'll tell *you*, Mamma," and standing on tiptoe she whispered in her mother's ear: "I don't want to say that, it is a bad word." A little inquiry showed that up to this time she had never heard the Name except as an oath used by some of the men on the ranch.

It was this same spring that she spoke more than often of "God's flowers," "God's fields," meaning the unclosed, unclaimed pasture lands. Once, watching the dying light along the western hills, she said: "God's hills are very beautiful."

Never in all this time had she been told anything about the Lord as a judge of righteousness, and nothing she said at that time indicated that she had formed any idea of a moral relation to him. He was at first a vast and wonderful Being, with whom she was acquainted by hearsay only, and afterward a Presence, felt to be friendly and answering a poignant need. Her moral training had been of the best, except that it included no idea of any higher obligation than that she owed her parents, and up to her eighth year, at which time the teacher's knowledge of her ceased, it had not occurred to her that such obligation existed.

As Chiquita began to go about more, and to read, she gradually acquired a less pagan conception of Deity. She heard the Old Testament myths, and rated them less than "Red Riding-hood," and "Jack the Giant Killer." That her elders treated these tales seriously afforded her a grave amusement.

With this new knowledge came the inevitable materialistic imagery of the half-taught. About this time she was heard to reprove her dolls for not "going to church every Sunday the way God does."

She was also detected in certain mysterious rites connected with offerings of bits of food and treasured tinsel scraps, which she bestowed on favorite trees, or in clefts in the rocks. These she was very unwilling to be questioned about, and it was never ascertained if they were in any way connected with her ideas of the superhuman, or were simply imitative plays.

The God of out-doors was gradually dropped from her common thought, and the new God had no place in her cosmogony. "God is very religious, is he not?" she said in her seventh year, which the teacher thought was rather a falling off.—*Mary Austin.*

MISS BLOW'S QUESTIONS ON THE MOTHER PLAY OF THE CHURCH BELL.*

2688 What impulse of childhood gives the point of departure for this song?

2689. How has instinctive mother wit responded to the indication?

2690. Does this song presuppose the attendance of the family upon church services?

2691. Is Froebel's Song an attempt to suggest to the little child not yet old enough for church what church-going means?

2692. What is the play?

2693. What is the first thing Froebel tells the child about church-going? (See song.)

*See Froebel "Mottos and "Commentaries," also "Songs and Music." Many of the questions require no reference to these books. Answer from your own experience and judgment.

2694. Can you connect this suggestion with the ideal of collectedness as given in the song of "Little Sisters and Brothers?"

2695. What does Froebel tell the child he will learn when he is old enough to go to church?

2696. What hint does this give you with regard to religious nurture?

2697. Should such nurture be given entirely by the mother?

2698. What do you think of Sunday-school for children between the ages of four and six?

2699. If children of this age attend Sunday-school how may it be adapted to them?

2700. Will you describe the best infant class Sunday-school work you have ever known?

2701. Will you describe what seems to you the worst?

2702. Please state the positive merits and defects of the average Sunday-school worker with young children.

2703. How may these defects be overcome?

2704. Do Sunday-school teachers need special preparation for their work?

2705. How may such preparation be given?

2706. What are the best books for Sunday-school teachers to study?

2707. Do you approve of the introduction of kindergarten material into the Sunday-school?

2708. Since the kindergarten devotes an hour each day to song, story, and conversation, does it not seem that the Sunday-school teachers might be able to interest the children for an hour once a week without recourse to sewing, block building, or other kindergarten occupations?

2709. What is the use of pictures in the Sunday-school?

2710. Are any of the Mother-Play pictures adapted to Sunday-school use?

2711. What other pictures would you suggest?

2712. What do you understand to be the chief aim of religious education in early childhood?

2713. What thoughts have you as to the ways and means of realizing this aim?

2714. What five distinct statements does Froebel make in the motto to this song?

2715. Will you explain and illustrate each statement?

2716. Restate the thought in paragraph three of the Commentary.

2717. What minor link binds this song to the song of the Toyman?

2718. What does Froebel say in the fourth paragraph of the desire of children to attend church?

2719. Do you think it well that little children should from time to time be taken to church?

2720. How would you decide upon the frequency of a young child's attendance upon church services?

2721. Do you attach any special value to his participation in church festivals, such as Christmas and Easter?

2722. What three stages of the child's development are indicated in the Commentary? What is the specific characteristic of each?

2723. What is the function of the church considered as one of the four great institutions of humanity?

2724. How does the function of the church contrast with that of the state?

2725. What is the meaning of worship?

2726. What is the meaning of sacrifice?

2727. Have all religions sought this twofold expression of their ideal?

2728. What is the universal meaning of each?

2729. What do you understand by the "church invisible?"

SUNDAY-SCHOOL HELPS.

"Kindergarten Sunday-School," by Frederica Beard, 75 cents.

"Picture Work for Teachers and Mothers," by Walter Hervey, 30 cents.

"The Bible in the Home." Leaflet for mothers' meetings, by Mary L. Butler, 30 cents a hundred.

"Kindergarten Principles and Practice," by Kate Douglas Wiggin and Nora A. Smith, \$1.

"Love, Light, and Life for God's Little Children." Comprehensive volume, by Mabel Wilson, \$3.

"An Ethical Sunday-School," by Walter L. Sheldon, \$1.25.

"Moral Instruction of Children," by Felix Adler, \$1.50.

"Sunday Afternoons for the Children; A Year of Sunday-School," by Mrs. E. Frances Soule, 75 cents.

By mail to any address when price is remitted to the KINDERGARTEN MAGAZINE.

USE OF PICTURES IN EDUCATION.

GERTRUDE B. BLACKWELDER.

THE furnishing our schoolrooms with works of art is the step toward the cultivation of a sense of beauty which should have been taken long ago. Whether the "picture" is for the purpose of stimulating expression, or for teaching a history or geography lesson, or for the silent influence on the child nature, its importance as a factor in education is now fully established. The prediction is made that the school committee of the future will consider the furnishing of the walls of a schoolroom as much a part of its duty as providing desks and seats. It is hardly necessary to set forth the advantages of pleasant surroundings, the refining influence of good art, the awakening of new ideals by the presence of noble pictures.

We Americans are reproached for having no national art, for persisting in low standards of taste; but we have made no effort to raise those standards by training the young to recognize good models. Ross Turner, the artist, believes that "the future of art in this country depends not so much upon the patronage and appreciation of the comparatively few who have means and leisure, as upon the cultivation of good taste among the great mass of the people, made possible thru a familiarity with beautiful and artistic things." It is important, then, that the child should be surrounded with correct artistic models from his earliest years.

We hear a great deal about giving children the world's best literature. Is it not as important that we give them the world's best art? Experience has shown that good pictures are liked as well as good books. The boy who has read "blood and thunder" novels until he is sixteen may fail to appreciate the "Odyssey," or "The Tempest," and may even find Irving and Cooper a little slow; but if he first reads for years the better books, a taste for the spurious literature is not likely to be developed. In the same way a love for the truly artistic may be fostered, and with success, before the child's taste is vitiated by familiarity with gaudy posters, advertisements, and cheap chromos. The school is the place where he should have these models in literature and art, because these are lacking in so many homes. Our school libraries have been growing in size and excellence since the days of Horace

Mann, who did so much for their establishment, but we are just waking up to the importance of art. The facility with which good reproductions can now be obtained is partly responsible for the sudden movement toward decorating schoolrooms. After using these almost exclusively for a time, it is found that the black and white replicas are inadequate. The child hungers for color. The color-sense needs developing, and the problem now facing us is how to meet this demand. If anyone doubts the moral effect of good pictures upon children, let him visit some of the schools in the crowded districts of Chicago. One principal begs to keep the Sistine Madonna in the room "where the worst boys are." There seems to be something in that serene face that holds and calms the savage nature. Another finds a little ragged girl, with an old battered doll, standing before the Bodenhäusen Madonna, trying to imitate the grace of the divine Mother as she clasps in her arms the infant Christ. Unselfish teachers are buying pictures for their rooms when there is no other way. The Public School Art Society is in constant receipt of appeals from these schools, some of them so pathetic that it seems cruel to refuse. The society is supplying them as fast as its resources will permit; but the task is great, with our two hundred and fifty schoolhouses of twelve to twenty-four rooms each.

Besides the picture on the wall, the cast upon its shelf or pedestal, art may be brought into use in other ways. There is not a branch of study, unless it be mathematics, which may not be illuminated by the use of pictures. Collections of illustrations cut from magazines and papers and mounted on stiff cardboard are found invaluable in teaching geography, history, literature, and science. It is like giving the children a new language; replacing vague ideas with clear-cut images. In a school well supplied with these pictures, properly classified, each subject is made the occasion for bringing to the room all the illustrations bearing upon it. Teachers who have used these testify with enthusiasm as to their value. The new geographies and readers bear witness to the call for pictures. There were never so many nor such good illustrations as we find in our text-books today. Everyone who has used the *Hiawatha* primer knows how much the colored cuts add to the interest and value of the story. A child, an adult even, cannot form a correct mental picture by words alone.

So there are the two ways of using pictures; on the walls, where the children may look at them in leisure moments, those moments which perhaps used to be devoted to spit-balls and disorderly conduct, and where the pictures exert a refining influence, molding the taste as regards color, form, etc.; and in the classes, where selected illustrations supplement the printed page.

May the time speedily come when the influence of good art as well as of good literature will be recognized in our public schools. Then, and not till then, we may look for higher national ideals for a true American art.

CHRISTMAS AND ITS TRADITIONS.

B. J.

HOW much of the universal spirit of good-will and hearty cheer that we associate with the Christmas time really originated with the Christian era? The question startles us, perhaps, but it opens the way to a study full of interesting surprises. Thru it we realize anew that human nature is human nature the world over; that it ever seeks the divine light and grows upward surely but very, very slowly.

Our Christmas festival undoubtedly is an evolution of the joyous celebration with which primitive man welcomed the northward turning of the light-bringing sun.

Nowadays coal grates and ranges, steam, hot water, and hot air, turn winter into summer at our command, while gas and electricity return instantaneous light for the scratching of a match or the pressing of a button. Winter is the time for energetic work in daylight hours, and the once dreaded night is anticipated with pleasure as the time for cozy groups around the cheerful lamp, or merry gatherings in theater, hall, or lecture-room.

But quite different was the winter's approach to our early ancestors, however hardy. Huge fireplaces, however well filled, warmed but poorly the draughty dwellings, and candles, crude lamps, and torches, made poor substitutes for summer's genial warmth and dancing sunbeams.

Cold and snow and high winds, wild animals and lawless men, were bitter realities indeed; but in addition, the active imaginations of our ancestors created more dreaded enemies out of their fearsome ignorance. Witches, hobgoblins, bad spirits of all kinds, peopled the world beyond their fire's magic circles, and added to the terror of the night. Do we wonder that the coming of the dawn and the lengthening of the days meant more to him than to us of the comfortable nineteenth century? Yet we, too, rejoice when the shortest day has come and gone.

THE SOLSTICE.

When early man began to observe the movements of the heavenly bodies, he noticed among other phenomena those we know as the solstices* of summer, June 21, and of winter, December 22. On these days the sun apparently stands still, and then, in the latter case, turns back on his northward journey. This meant that winter's prolonged night was to be overcome by day; that warmth and light, birds and flowers, were to come slowly back with the turning of the wheel Yule. Once this phenomena had been proved unfailing, what marvel that song and merriment, good cheer and thanksgiving, should have greeted the blessed season, and that legend and story should have grown around the

*Sol—the sun. Sto—a standing still.

inexplicable but annually recurring mystery. "Balder the Beautiful" dies not forever; "Persephone" returns to gladden earth anew.

The pagan nations, Egypt, Greece, Rome, celebrated in much the same spirit as we today. The Roman Saturnalia fell in December, and was a season of unrestrained mirth, of generous hospitality, of democratic good feeling. This was extended even to the slaves, who on this occasion were served and feasted by their masters. The poor and unfortunate were considered, and even war was suspended for the time being.

As stated before, our own happy Christmas seems to be an evolution of this early pagan festival. When they found it expedient, the early Fathers permitted the retention of such of the old customs as could be woven into the fabric of the new faith without destruction to its essential meaning. It is curious to see how many of the hoary traditions cling still to the growing mind of man. Some are still believed in as verities, some merely retained for the pleasure they afford the imagination.

THE DATE OF THE NATIVITY.

The date for celebrating the nativity was not fixed definitely until the fourth century. When Christianity was accepted by Constantine it became the state religion, and general persecution of Christians by pagans ceased. Up to this time, as one authority states, life had not been so sweet to the early converts and saints that birth was a matter for congratulation. Life was a tragedy to be gladly exchanged for the peace and glory beyond the tomb. The celebration of birthdays, too, was regarded as a heathen custom, and this was an added reason for its neglect by the Christians, and even the birthday of the founder of their religion was unnoted. When, however, in the fourth century, the matter was investigated under orders of Pope Julius, it was found that April 20, May 20, March 29, and September 29, were each regarded in different places as the date of the Holy Infant's birth. In the western churches, however, December 25 was the date generally agreed upon, and it was finally adopted by the church authorities.

The pagan festival had meanwhile greatly degenerated, and the churches found it difficult to restrain the high spirit of revelry which cropped out during this "Feast of Fools." One of the Fathers upheld it with the thought that thus "the folly that is natural to and born with us might exhale at least once a year." Even those high in the church often lost the sense of dignity and reverence at those merry-makings, which seem to have resembled the modern carnival in license and hilarity.

THE YULE LOG.

The traditions connected with the Yule log seem to possess a perennial life. Witness the cover of the December St. Nicholas,

which has for its theme the hauling of the log. The derivation of the word is uncertain, but the most authentic would connect it with the Gothic *gwiul* or *hiul* (a wheel), since the wheel was the symbol of the winter solstice, that turning point of the year when the sun appeared to wheel back to travel northward once more. The Scandinavians were wont to build bonfires at this time in honor of Thor, and similar ones were burned on St. John Baptist's day, June 21, the summer solstice, so that its use thus would indicate a survival of ancient sun worship. Song and music accompanied the hauling of the log, one surviving song running thus:

Welcome be thou our king,
Welcome born on this morn,
Welcome for whom we shall sing "Yule."

It was important to save a charred bit of the wood wherewith to kindle the next year's log.

Kindle the Christmas brand and then
Till sunset let it burne,
Which quencht, then lay it up agen
Till Christmas next return.

Part must be kept wherewith to teend
The Christmas log next yeare,
And where 'tis safely kept the fiend
Can do no mischief there.

Thus kept the house would be preserved from burning. An old superstition also forbids a spinster, or flatfoot woman, to approach the burning log lest ill-luck follow.

CURIOUS CHRISTMAS CUSTOMS.

In Scandinavia, on Christmas Eve, all the shoes in the house are placed in a row, to typify the concord which will prevail in the home thru the year. Some of these northern people made a special occasion of the day before Christmas by taking a full bath, which is mentioned as being apparently an unusual event. In these same households the Bible will be read the night before, and candles placed in the windows to guide the Virgin on her way. An offering of a cake is placed in the snow, and a charming custom still retained attaches a sheaf of wheat to a pole as a banquet for the birds. Again, boys in white, with star-shaped lanterns, carry from door to door a glass box containing figures of the Mother and Child, and depart after singing a few songs, for which they receive refreshment. They are likely to be followed by masked performers who entertain in various ways those who bid them welcome.

In Paris, a midnight supper in a fine restaurant is a pleasure to pay for which clerks and students will forego a daily meal for some time. The thing to do is to enjoy each course in a different place, taking the final coffee in one's own room at breakfast time.

In Peru, beautiful church services alternate with merry-making and feasting. A bull-fight is a conspicuous feature of the occasion.

In Austria candles are often placed in the windows that the Christ-Child may not stumble; and in one town, after high mass, at midnight, the chapter of the generations of Jesus Christ is recited to the sound of a bell. Thus are the wolves, whose souls were once the spirits of evil men, debarred from doing harm.

According to an old superstition, the cock crows on Christmas Eve with unusual power to scare away evil spirits; the bees sing; sheep move in long procession; the cattle speak at midnight and fall on their knees, but woe to him who ventures to spy upon them. An Alpine legend tells that once an unbeliever dared to overhear what was said; take warning all inclined to be eavesdroppers, for this is what he heard: "We shall have hard work to do this day week," said one horse. "Yes," replied the second horse, "the farmer's servant is heavy." "And the way to the churchyard is long and steep," responded the first. One week from that day the servant was buried in his grave. Would you know what some of the farmyard folk say on this occasion? One old tale tells that—

"The cock croweth"—Christus natus est (Christ is born).

"The raven asketh"—Quando? (where).

"The cow replieth"—Hac nocte (tonight).

"The ox crieth out"—Ubi? Ubi? (where).

"The sheep bleath"—Bethlehem.

CHRISTMAS TREES.

The origin of associating an evergreen tree with Christmas festivities is obscure, but seems also to point back to pre-Christian times. A German legend asserts that once St. Winifred hewed down a mighty oak to which some converts paid reverence. A rushing wind lent its aid and the huge tree fell, split into four pieces. From behind was seen peeping upward with heavenward tapering spire a young fir, clothed in the green of eternal life, and this is offered by the wise saint as a substitute for the ancient Druidical tree. Van Dyke has written an exquisite story with this legend as a foundation. Some associate the symbolic tree with Yggdrasil, the mighty ash which supports the universe, according to Scandinavian folklore.

The ancient Egyptians decorated their dwellings with date palms, which symbolized life triumphant over death. It branches every month. It also stood for the starry firmament.

The Romans, too, carried pine trees in procession at the time of the Saturnalia. These bore images of Bacchus.

Lighted candles were a feature of the ancient Jewish Feast of the Dedication, which falls at about the same date as our own holiday; indeed the Greek name for Christmas is literally Feast of Lights, and when we remember that the German *Weihnacht*

means Night of Dedication, there would seem to be obvious connection between the festivals of the Old and New Testament.

An old reference to a Christmas-tree is found in a Strasburg manuscript of 1608, now preserved in a town of Hesse. German folk along the Rhine rejoiced in its freshness and fragrance for two hundred years before it became familiar elsewhere. We hear of it in Munich in 1830, and in 1840 Helene of Orleans celebrated Christmas in the Tuilleries with a small tree.

In 1860 it was difficult to procure one in France; but a change came after 1870, for in that year the Germans kept Christmas in Notre Dame. Fifty thousand are now sold in Paris annually. The French succeed in keeping their trees till the following New Year's by securing them with roots intact, and planting them in tubs. A charming German of my acquaintance, now resident in London, also is particular to secure each year a tree with roots, and then she transplants them to her well-kept garden, where now flourish half a dozen thrifty evergreens.

Along with many other good things, Prince Albert Edward introduced into England the custom of honoring old Father Christmas with a taper-lighted tree, and America, too, doubtless, owes much of the child-like joy of the festival to our German population.

The early Puritans were severe in their denunciations of all who even refrained from work on that day. Their point of view resembled much that of the early Christian converts, and they had little patience or sympathy with the light-hearted ones who were tempted to enjoy such pagan or popish customs.

CAROLS.

The Christmas carol is still sung in many parts of England, and indeed is to some extent overdone in London suburbs. It is melancholy to be obliged to admit that the same carols, sung several times a day, for a couple of weeks before Christmas, by voices none too sweet, lose their charm before the day is really at hand.

Carols were originally accompanied by dancing, and they were not necessarily devotional, but sometimes quite the reverse. Many of the old ones sound doleful to us, even the supposed joyous carols being written in the minor strain. Eugene Wood suggests that albeit it is sad, the minor expresses intense conviction, and hence its frequent use in expressing the sincere tho oftentimes melancholy faith of our ancestors. In the early days the bishops often sung with the clergy in the Episcopal houses on the day of the Nativity. Boys dressed in Spanish costume dance still before the Holy Sacrament in the cathedral of Seville on one of the feast days. Later the mysteries and miracle plays developed, and to occupy the long time between the acts carols were often sung. This sometimes resulted in an open fight be-

tween actors and singers, who became rivals for the favor of the audience; eventually, therefore, the singing was incorporated with the play.

The early feeling with regard to the Holy Family was quite different from the thought of today. The people dwelt upon the human side of the Divine trio more than does the modern church. The home life of the father, mother, and child is presented in mediæval times, in song, picture, and story, in a reverent yet naïve way that endears to us the beautiful Trinity, and brings it nearer to our daily lives, tho possibly our sense of conventional and ecclesiastical propriety is shocked at first by the unfamiliar handling of sacred subjects. The child Jesus is represented in the carpenter shop, helping his parents with plane and saw, while angels lighten his tasks in different ways.

A small picture in the Dresden gallery shows a lovely landscape and the sweet-faced Mary busy over the wash-tub, the child helping to wring out the clothes, the father hanging others on the line. We smile as we look, and yet we are glad to see daily, homely labor thus glorified, and to be told that the Divine Mother was not always floating in the clouds. In the following verses crops out the decidedly human spirit of the author in whose mind Joseph was evidently not yet canonized. Notice, withal, the tenderness expressed in the last few stanzas:

THE CHERRY-TREE CAROL.

Joseph was an old man,
An old man was he;
He married sweet Mary,
The Queen of Galilee.

As they went awalking
In the garden so gay,
Maid Mary spied cherries
Hanging over yon tree.

Mary said to Joseph,
With her sweet lips so mild,
"Pluck those cherries, Joseph,
For to give to my child."

"Oh, then," replied Joseph,
With words so unkind,
"I will pluck no cherries
For to give to thy child."

Mary said to cherry-tree:
"Bow down to my knee,
That I may pluck cherries
By one, two, and three."

The uppermost sprig then
Bowed down to her knee;
"Thus you may see, Joseph,
These cherries are for me."

"Oh, eat your cherries, Mary,
 Oh, eat your cherries now;
 Oh, eat your cherries, Mary,
 That grow upon the bough."

As Joseph was awalking
 He heard angels sing:
 "This night there shall be born
 Our Heavenly King."

"He neither shall be born
 In house nor in hall,
 Nor in the place of Paradise,
 But in an ox-stall.

"He shall not be clothed
 In purple nor pall;
 But all in fair linen,
 As wear babies all.

"He shall not be rocked
 In silver nor gold,
 But in a wooden cradle
 That rocks on the mold.

"He neither shall be christened
 In milk nor in wine;
 But in pure spring well-water
 Fresh sprung from Bethine."

Mary took her baby,
 She dressed him so sweet,
 She laid him in a manger
 All there for to sleep.

As she stood over him
 She heard angels sing:
 "Oh bless our dear Saviour,
 Our heavenly King."

In the following quaint ballad we have a vivid, natural, human picture of Mother and Child. How clearly, yet simply, are we made to feel the difference between the human and the divine quality of forgiveness:

As it fell out one May morn,
 On one bright holiday,
 Sweet Jesus asked his dear mother
 If he might go to play.
 To play, to play, sweet Jesus shall go,
 And to play now get you gone;
 And let me hear no more complaint
 At night when you come home.

The Child goes to play but is scorned by the other children, who claim to be "lords' and ladies' sons." So he returns to his sympathetic mother who, to console him, says:

"Tho thou art but a maiden's child,
 Born in an ox's stall,
 Thou art the Christ, the King of Heaven,
 The Saviour of them all.

Sweet Jesus go down to yonder town,
 As far as the Holy Well,
 And take away those sinful souls,
 And dip them deep in hell."

"Nay, nay," sweet Jesus mildly said;
 "Nay, nay, that must not be;
 There are too many sinful souls,
 Crying out for help of me."
 Thus spake the angel Gabriel,
 Upon the good set steven,
 "Altho thou art but a maiden's child
 Thou art the King of Heaven."

SANTA CLAUS.

The dear old figure of Santa Claus is referred back to St. Nicholas, whose day falls on December 6. He was the patron saint of boys and girls, because of certain miracles performed during his life, first for three schoolboys, later for three maidens. In many places he visits the homes in anticipation of Christmas to learn of the children's conduct during the past year. In Germany it is Knecht Ruprecht who thus catechises the expectant children. Jolly and rotund, with bag on shoulder, he enters the home and questions the little folks before distributing the nuts and apples he carries for the meritorious (an earnest of better things at Christmas-tide). Switches he displays as a warning to the naughty.

In Austria a young man in the vestments of a bishop, and attended by two angels carrying his basket of goodies, and a legion of black-faced devils, calls at the homes and examines the children in the catechism. This is a really solemn occasion. Those who know their lesson are rewarded, while the delinquents must stand aside. The serious business over, the attendant imps enter with much shaking of horns and clanging of chains.

Among some of the Christmas sports we note snap- or flap-dragon, which demanded the snatching of a raisin from burning brandy and swallowing it while blazing.

In Suabia, maidens draw a stick from a woodpile and tell from its shape the trade of their future mates, according to its resemblance to a plane, a last, shears, etc. Others form a ring around a blindfolded gander, and the girl he approaches will be first married. Many other such customs suggest the Halloween sports.

In one English district the cedar-makers used to go, at Christmas time, and wassail or drink good health to his best tree. One old form runs:

"Stand fast, root, bear well up,
 Pray the God send us a howling crop.
 Every twig, apples big;
 Every bough, apples enow;
 Hats full, caps full,
 Full quarters, sacks full."

This jollity, and sometimes rather rough play, has always been tempered by the universal good feeling of the season. Amid the cruder elements, survivals of old, old ways of thought, the figure of the Christ-Child glides with a transfiguring tenderness and purity.

Does our recognition of the relationship between our own and the ancient pagan festivities detract from the beauty and sacredness of our blessed Christmas day? Rather should it enhance its significance. The spirit of Christmas can be symbolized by, but not condensed into, one Santa Claus. God's love needs outlets countless as the singing stars of heaven. A common aspiration makes all mankind brethren. To the pagans, as to us, the physical phenomena in which they rejoiced had its spiritual significance. The renewing of the year was prophetic of the soul's immortality; the longing for the sunlight meant, too, the sunward reaching of the soul.

The Light which lighteth every man that cometh into the world beamed in Judea with a fullness of radiance unknown before, and the artist will never tire of telling the story in picture, song, and story.

As the Yule log of one year kindled the fire of the next, so annually we rekindle our love and divine sympathy at the fires set ablaze long ago. For the illumination now ours we are grateful to all the light-bearers, but above all to Him who was born in Bethlehem "Long ago on Christmas." Thinking of what the birth of the Christ-Child means, again we seem to see his star in the East, and we sing with the angels of the Christmas story: "Peace on earth, good will to men."

TODAY

Unsullied comes to thee, new born;
Tomorrow is not thine;
The sun may cease to shine
For thee ere earth shall greet its morn.

Be earnest, then, in thought and deed,
Nor fear approaching night;
Calm comes with evening light,
And hope and peace. Thy duty heed—
Today.

—*Ruskin.*

The Meeting of the Ways

Home, Primary, and Kindergarten

In this department will be given articles bearing upon the concrete questions constantly arising in everyday practice work. It will also form a "point of contact" between home, kindergarten, and the upper grades. The editor will be pleased to receive and consider any questions or suggestions relating to the problems that daily confront the thinking parent and teacher.

WE give below a couple of suggestive papers on the use of the sand table. The first one describes the successive steps followed from day to day in a week of suggested play. The home environment of the children observed and described affords comparatively few experiences, and we see that the sand suggests little to them at first. This is doubtless due in part to unfamiliarity with the material. It will be interesting to follow the progress of the children in respect to this particular material, thru the rest of the year. If any of our readers are following a similar course with the sand table or sand pile, we will be pleased to learn of any specially interesting or valuable facts which they observe.

A FIRST WEEK WITH THE SAND TABLE.

Nine embryo men and women went down to build houses in the sand table at Helen Heath Settlement one Monday morning. No other suggestion was given than that we all build houses.

The first five minutes produced nothing but piles of sand as high as the table allowed, each patted and thumped with much emphasis. To the much repeated question, "Where is your house, Tommy? and yours, Mamie?" the same answer was ever forthcoming, with sandy index finger pointing downwards: "Dis my house." The teacher in charge was rather perplexed until some hazy recollections of mound builders and cave dwellers floated thru her mind. Thereupon she made haste to present some small cubes to the bundles primitive instincts before her, saying: "Let us build a house with these nice cubes and make some steps for the grocery man to come up." One little boy about four placed his cubes in a very creditable circle, leaving a trifle wider space between two of them. This, he said, was the front door. The other children simply pounded theirs into the sand till it required excavations to recover them.

Each succeeding day of that week we pursued the same idea using the same materials. Usually the mounds were piled up as before, but on Tuesday one of them was further developed by a flight of steps built of cubes to the top of the mound. We also marked off a street with some slats, and one day took a slat to impersonate a grocery man who called at the houses and took orders. This proved so suggestive we followed it up the next day by having a small rag doll live at each house and give orders to

a rag-doll grocery man. The grocery man had a lot on the street where he built his store and kept "chocolate pie" and cake, bread, sugar, and apples, and anything the neighborhood required.

It was interesting to notice that after the grocery man had taken his orders on Wednesday and Thursday, by a house to house canvassing method, on Friday the dollies were ready to come to the store directly for their marketing, paying cash for all purchases.

Only the child who placed his cubes in a circle seemed to have any definite idea of form. He built his house this way on two days. Several times there seemed to be attempts made at curves, and even the two sides of a square, but nothing was carried to our idea of completion. The steps seemed a great attraction, and most of the children made two and three steps, and some four, in good succession. The little girl who built the flight of steps used about ten cubes. The flight was well built, without break or gap. She did the same thing on two succeeding days.

CLARA HITCHCOCK.

The following gives a variety of general suggestions to be carried out in connection with many varying subjects.

THE SAND TABLE IN ALL SEASONS.

In a city kindergarten, with walls to the right, walls to the left, walls on all sides, a sand table becomes our one indisputable bit of terra firma. 'Tis real estate in very truth; the only diggable oasis in this desert of brick and stone.

What a delight it is simply to turn over the clean sifting particles no one country born can conceive, for they have the earth always with them. But in the city man seems ever straining to controvert universal principles, and instead of clean air, and the earth to dig in, we give God's urban wee ones a territory bounded by four stone walls, and inside of these native sand measuring a few square feet. To mitigate this condition, which ever tends to the walling of the inner life, we steadily enlarge the usefulness of the sand table, and the avidity with which the children take to this patch of earth evidences their dim apprehension of the fullness thereof.

AUTUMN PLAYS.

In the glorious autumn weather, after long excursions, we bring back leaves, flowers, grass, weeds, stones, shells, hay, corn, wheat, anything that nature offers or we can procure. These materials are the accessories with which we aid the child mind to realize the "procession of the days."

Then truly does Birnam Wood seem to come to Dunsinane, for the teachers arrive framed in with leafy branches, bearing grasses, seed pods, and other wonderful bits of outdoor life. Into

the sand "the trees" speedily find their way, and soon upon outspread branches rest differing phases of forest life.

The excelsior nests, or others of moss; the flowers with gay dresses, those putting on their nightcaps and still others preparing for a journey; the gay little butterflies of paper or clay, or leaves or feathers; the "woolly grass" caterpillars slowly crawling toward some hiding place—all find here a home.

Then, too, other children bring their contributions of clay squirrels, rabbits, birds, mice, turtles, fish, etc., and we begin to feel very festive and ready for an autumn party. The babies make clay toadstools and spread thereon fruits and seeds, or mayhap some prefer to call them seats for the tired ones. Other children make hills "for the band to sit on," and perhaps invite crickets, grasshoppers, birds and funny frogs to render music all the day.

Then there are the little holes in the hills where all the outdoor folk play Hide-and-Seek, or go at night to sleep, if that is the home they like best.

A play circle is quite necessary, and rabbit and squirrel, with rat as a close companion, go careering around the ring. Milkweed children are sailing out of their nests blown by the wood winds. All the many little seeds that depart from their old-time homes with silky parachutes are greeted with acclaim:

"Their freer motion fills his heart
With joy that seems of it a part;
A joy that speaks diviner birth
While yet he treads the ways of earth."

What magic cakes and food stuffs are prepared for the human picnickers, and how gladly we sit beneath the spreading boughs to eat our simple crackers while pies and cakes and other delicacies load the ground.

Nutting parties are of unending delight, and with the aid of Jack Frost and the wind we gather baskets of nut goodies to store away in the hayloft. Here, too, we play "The squirrel loves a hiding place," with tiny balls for squirrels and trees to hide nuts in.

Gathering in the corn from the fields, or the earlier hay harvest, by laying down a thick paper and raking the grass into piles we have the most delightful resting and hiding place for dolls.

Digging up potatoes, row after row, and carrying them to market, is another favorite pastime. From the neighboring cornfields come the little mice to race up and down the miniature hills. Here also comes Bunny from the near-by hedge, and all the mammas and their dolls play "Roll over, come back," in a most realistic manner.

HIDING GAMES.

There is no end to the hunting games that can be played at the sand table, from the search for eggs to the discovery of the

prairie dogs' home quarters with their hidden stores. It is a splendid training in self-control, inasmuch as the rules are not to disturb the provisions, and to count the contents of the pantry without touching.

The search for Easter eggs always marks a red letter day in kindergarten circles.

WINTER PLAYS.

In the winter our sand-hills are a joy unending, and by adding a pane of glass we have ready-made ice to slide on. Then the children can watch the water creatures beneath the ice, and make pretty lace-work pictures like Jack Frost loves to paint upon the roofs over their heads.

Snowbanks and houses iced over; twigs which can be brought in clad in real ice armour; forts with sand-ball battles—all this and much more the sand holds in store.

SUMMER PLAYS.

The summer uses are endless. All the homes of outdoor creatures can be represented by adding simple nature materials gathered in outdoor rambles.

After a visit to the park or woods, when the child-heart is filled with the delight of multitudinous forms of life, 'tis adding joy to joy to return to the kindergarten, and with the magic wand of the imagination change the prosaic sand table into a miniature world, peopled with all the phases of life their fancy can summon.

From the heterogeneous mass of impression there begins to emerge thru the magic of the hands swift play expressions, creations that have some degree of law and order, and the child essays to create life as he sees it.

With the kindergartner's aid he gradually becomes conscious of the relationship existing on every side and never again can forms stand isolated and alone. He sees in every part a child of the great whole. Tree and bird, squirrel and caterpillar, mouse and corn, fish and frog—are they not all doing the same thing (albeit in differing fashions), breathing, feeding, working, and nursing life of their own kind? sleeping and some good day waking again? Thus do we all climb Godward. —*A Kindergartner.*

Several very interesting papers were read at the November meeting of the Chicago Kindergarten Club, and we are able to present two of them to the readers of the KINDERGARTEN MAGAZINE. They will prove helpful to parents and teachers in interpreting certain phases of the child's development, which are frequently a source of pain, anxiety, and misunderstanding to those who have not learned to look beneath the surface.

PLACE OF FIGHTING IN RACIAL HISTORY.

Matthew Arnold in a poem on the River of Time says:

As the world on the banks
So is the mind of man.
Only the tract where he sails
He wots of: only the tho'ts
Raised by the object he passes are his.

How do we know men lived on this earth thousands of years ago? Arrowheads and stone knives are now dug up in France. Where the lake dwellers once lived implements of war are found, and where the Indians have lived in the United States they have always left their traces in the domestic stone knife and the hunter's arrowhead. The race, ever needing bread and butter, and ever intent on supplying that need, the instinct of overcoming became imbedded.

Man needed a home; he instinctively cut down trees and built a lean-to or found a cave, and said: "Here is the place where I will stay, and I will bring here the woman I love best." His brother found a near-by cave, and one day, like Abraham and Lot, they contend with each other over ownership of pasture. Later, a foreign foe comes to fight the brother Lot, and Abraham goes out with all his family to overcome the common enemy.

What did they use as implements? stones, then flaked flints, then arrowheads, then slings, and besides these there are buried in the Indian graves only articles of domestic use, showing man's business to be fighting and woman's, domestic industry. It was a man's business to fight nature away from home; woman's, at home. To control or fight with want he, primitive man, killed the deer; primitive woman dressed the meat and beat the hide into cloth and used the hair for weaving.

"If life were isolated, or if commerce between men impossible, each man would be a law unto himself. Neither self-development nor self-restraint would be necessary. Personal will would be absolute category."

Social life means fighting! You will not agree with that way of putting it, but let me put it another way: What is competition but fighting? Is it not fighting to choke feelings of anger, and consider your neighbor's standpoint.

I shall quote largely from Tylor and professors Starr and Ruskin, and not always at the time weave the name into my written fabric. My work is mostly that of compilation; the feeling mixture is mine.

Simon Stylites, tired of other forms of competition, outdid his fellows in ornamenting a pillar with his body. Hideous emulation in self-torture, egotistical impulses, forced the majority of solitary great men into their solitude. Other men, weary of strife,

lived as hermits and became stupid. But without the friction of living together there is no development.

Caspar Hauser lived in a cave without companion; his brain was as undeveloped as a baby's.

Social life is the only generator of the fighting instinct in any realm. The greatest Spartan was he who could endure the most. The Greek ideal was winner at the Olympic games—the one who had superb physical poise and could command himself as a general his army. Among Indians the brave who can dance the longest and howl the most, and kill, thru prowess, the largest number of the enemy, is the looked-up-to chief. Boys like a leader who can outdo them in physical sports.

Rousseau says:

In my time children were brought up in a rustic fashion, and had no complexions to keep. Timid and modest before the old, they were bold, haughty, combative among themselves; they had no curled locks to be careful of; they defied one another at wrestling, running, and boxing. They returned home sweaty, out of breath, torn; they were true blackguards, if you will, but they made men who have zeal in their hearts to serve their country and blood to shed for her. May we be able to say as much one day of our fine little gentlemen, and may these men at fifteen not turn out children at thirty.

And we read in Clark:

Cato taught his son reading, writing, and Roman law as well as the manly exercises of riding, wrestling, boxing, and swimming. The object was to train up good soldier citizens for the warlike republic. . . . Great characters of history were held up to the young as examples to be followed; it was sought to train their moral senses, and to stimulate their ambitions by awakening in them a desire to emulate the deeds and character of the national heroes.

Good thinking power we naturally associate with physical ability. The idiot has no stamina in his backbone. The conditions under which this fighting instinct is a developer are needs, not riches; poverty, not wealth.

A papoose needs warm clothes; the squaw meets the need by beating the deerskin or chewing the birdskin into soft wrappings for her baby. A Chicago mother must have clean impressions brought to the baby's brain; she fights the smoke of the Stockyards. An American father needs food for his family, and fights with a machine instead of a lance.

Who is our ideal man, and how did he become so? The man who has the steadiest heart and the strongest arm—the wise one and the benevolent, the industrious and the honorable. The one who has power over his fellows is he who has power over himself. "He that ruleth his spirit is greater than he that taketh a city." The fighting instinct transferred to ideal realms gives genius. Lincoln was a genius.

If play reflects the life of the race, the street games, wonderfully handed down, should be studied. Froebel knew he was right in studying unconscious motherhood to extract educational principles. Think of the "Play with the Limbs!" What shall

we do, then, with fighting and the overcoming, or the getting the best instinct? Has it not a place in kindergarten?

GRACE FAIRBANK.

PROPERTY—WHAT IS THE VALUE OF CHILDREN'S COLLECTIONS?

From biological study we learn that the feeling of property is instinctive. It is often seen in very young children, as when the mother gives her attention or caresses to another child her baby will display unmistakable signs of jealousy, and the feeling that the mother's attention should be all its own. This same instinct is displayed a little later in the jealousy over toys and other things which the child considers his rights. Therefore as an instinct it demands opportunity for expression. But "the child resembles the savage, who has only a confused notion of property. He has not exactly the instinct of theft," remarks M. Legouv  , "but he has not the instinct of others' property. The distinction between mine and thine often consists in taking the thine in order to make of it the mine"

"The articles that the child collects depend on the environment and home training. The child inherits only the activity to collect. To have something, to own something, is needed to fill up an empty gap in the child's life. The article may be utterly useless—a heap of stones, pieces of wood, leaves, old gloves, rotten strings, things for which the child itself could not invent a reason for collecting. The treatment of the collection is probably the best evidence as to the motives for collecting. It appears that the majority of children from two and one-half to six years old either neglect their collections as fast as made or hide them, taking a peep at them from time to time, but never making any use of them. This period of collecting might be termed a purely instinctive one. From six to fourteen the disposition of the articles is indeed varied. They are hidden or forgotten; traded for others; kept to show playmates; kept thru imitation and emulation in order to get more than someone or anyone else; sold for money; kept to play with; kept as ornaments—as beautiful shells, flowers, etc., and kept to work with. The motives prompting and controlling the collecting activity of the child appear then to be instinctive, imitative, emulative, utilitarian, love of display, and love of the beautiful."

Since this is instinctive and necessary to the child, should we be surprised if he resorts to all means, lying, cheating, and stealing, to acquire something that shall be his own, and that selfishness characterizes many of his actions. An interesting suggestion is made that possibly many misers may be the result of children thwarted in their desire for making and hoarding collections, and having altruism forced upon them.

The respect for others' property is a thing every child should

learn, and a most effective method for its cultivation is giving or allowing the child to own property for which he shall care. "Out of those feelings of care of property, love of possession, pride in ownership, or in other words, realizing that such feelings exist in others as well as in themselves, that respect for others' property comes, and some notion of a proprietary right obtains."

Is not great injury often done the children's sense of ownership by parents making presents in the children's names, presents in which the children have had no real share whatever, or, at least, have done nothing more than watch the purchase. The thing that would seem most naturally to be the child's own property is the product of his own labor. In fact, "ownership in general which does not result from labor of some kind has an artificiality about it; tho it stands for the real thing it is not. So that out of this instinct for ownership may grow a larger appreciation for the dignity of labor necessary for the accruing of property. And this appreciation of labor raises the value of the collection or product above a monetary one, or the desire simply to excel another. It may lead to the culling out of large collections of what sometimes seem to us trash and repetition of the same thing over and over; to saving that which represents the most labor and thought, that which is most rare, or of greatest use and beauty.

But the aim of the first stage of the collecting mania must be quantity, not quality. However, "from the useless and commonplace, like strings, buttons, and advertising cards," comes a change indicating an advance in thought.

"The child now begins to gather together things that to him seem remarkable for some reason or other. If he is at the seashore he will collect shells, starfish, sea urchins, skeletons of fish, specimens of seaweed, and other marine treasure. If he is in the mountains his store will be of stones, lichens, mosses, curious twigs, fungi, oak galls, birds' eggs, birds' nests, and the like."

"When one thinks of the incalculable good that might be done in cultivating a child's powers of observation, the addition that might be made to his mental equipment by a little well-directed sympathy and advice at this period, one waxes a trifle indignant at the indifference and even hostility shown to the collecting mania by some parents."

We all know how little real sympathy it takes to make a child willing and glad to take the advice and help of an adult. So that with suggestions here and there we may help to make the collections of real value, the desirability of order and classification may be made to seem reasonable and necessary for proper care of the treasures. And because the collection is for the time being, at least, one of the child's strongest interests, how deeply fixed is all knowledge gained about them, and the giver of the knowledge wins the respect and often the greatest admiration

and confidence that the child has to give. Then it becomes more possible to help the child realize any cruelties or dangers connected with his search after treasures.

"We are," Spencer says, "in encouraging the acquisition of such information throughout youth, simply inducing it to show up the raw material for future organization—the facts that will one day bring home to it with due force those great generalizations of science by which actions may be rightly guided."

Generally the reason for such occurrences as the treasuring of beautiful lumps of tar in the box of ties, or an assemblage of hop-toads kept loose in a bedroom, or a collection of unblown birds' eggs in a bureau drawer for a couple of weeks in hot weather, or the making of bedfellows of lizards and the like, is that little sympathy is shown in the children's private undertakings, and no place is made or allowed for these treasures, and their proper care is not explained.

Would it not be possible right here for the kindergartner to do something for the children. If there is room, could she not allow each child a box or portion of cupboard room in which to keep some of his treasures, or, better still, help the children who have no place given them at home to fit up some kind of a box or cupboard which they can take home for that purpose, and possibly in this way bring home to them with greater force, "a place for everything and everything in its place?" At the same time encourage them to satisfy their instinct for collecting.—*Abigail Freeman*.

SOME CHRISTMAS SUGGESTIONS.

The Thanksgiving festival leads naturally and happily into the Christmas joy. Grateful recognition has been made of the many blessings received thru the year, but the crowning gift of gifts is yet to be acknowledged. Lead the little ones to feel the blessedness of the season, but do not be sentimental or too serious. Let their cup of happiness bubble over, if need be. Whatever is done or left undone, given or received, let the spirit of Christmas reign supreme. We give below a few concrete ways in which the children can express the feelings all share at this child festival of the year.

STORIES—Among the stories valuable at this time are: The story of the Nativity, as found in St. Luke. It can be told almost word for word. "Why the Chimes Rang," Raymond Alden; "The Cup of Loving Service," Eliza B. Taylor; "The Little Fir Tree," Hans Andersen; "The Snow Queen," by Andersen. (This can be continued thru several days). "Piccola and the Wooden Shoe," "The Twin Lambs," and "The Duckling," in "Among the Farmyard People," by Clara Pierson, convey the thought of service to others in a delightful, impersonal way. Recite "The Night Before Christmas," and tell the old English poem of the "Robin's Christmas Eve."

SONGS—There are three charming collections of Christmas hymns and carols. "The Christ-Child in Art, Story, and Song," with directions for an entertainment, compiled by Mari Ruef Hofer; "The Children's Christmas," by Myles Birket Foster, and the "Children's Festival Service," by Nora A. Smith; "Once a Little Baby Lay," and the "Wonderful Tree," are in "Songs and Games for the Little Ones." "Hang up the Baby's Stocking," is a happy little song by Emily H. Miller. Reinecke has written lovely Christmas and star songs.

All of the song collections contain jolly sleighing, skating, snowing and Jack Frost songs.

PLAYS—Dramatize, of course, the Santa Claus story, with first gift balls for presents. Real jingling bells attached to the reindeer's harness will add to the delight. Let the child play being a Christmas-tree, decorated with gift balls by the other children. The children always enjoy a snowball battle with imaginary balls. Try skating, too, and a sleigh-ride.

While playing at visiting, the children will enjoy learning to make "old-fashioned bows." After the "good-byes" are sung, let each child approach the teacher in the center of the ring and drop a little courtesy. Beware, however, of letting the children grow self-conscious.

OCCUPATIONS—Clay.—Model sheep and shepherd; if you can spare enough clay, let each child make a little cup or vase to take home. It can be used for matches. On a plaque a Christmas-tree can be modeled in relief.

Sand.—Plant little trees in sand and play at cutting down and hauling in the tree.

Cardboard or Pressboard.—Stable for cattle, sled, work-basket (with pentagon for base), cradle, trough (to be used for pin tray). Circular and triangular trays, wall-pocket, match-scratchers, etc.

Folding Paper.—Snow-shoe, envelope (Christmas card), barns, star-units for decorating picture frame.

Cutting, freehand or following outline, snowflake design for frieze, sheep, shepherd, stocking, etc. Illustrate "The Night Before Christmas."

Cardboard sewing.—Decorate frame for picture. Use conventional design.

Decorate cover for needlebook, penwiper, etc., make cornucopia.

Weaving.—Weave lamp-mat of strips of felt; also paper strips for scent bags. Make chains of various kinds for free decoration.

Outside material.—Let the wee ones make a snowstorm by tearing paper into bits.

A dainty cardboard screen can be made of four oblong pieces of bristol board. Paste a tiny Christmas picture on each; fasten together with worsted.

One kindergarten, short of funds, made kettle holders for the

mothers out of brown butchers' paper folded several times and overcast.

Candles can be made in two ways; first, melt wax, dip in a small string, take out, and let cool. Continue dipping and cooling till of required thickness; second, let each child have its division of sand, make a hollow mold with pencil, hold string in empty space and pour in melted wax. When cold the candle can be taken out and sand brushed lightly off.

Make candlestick of spool. Paste spool upon circle of cardboard, after having inserted handle made of basket reed, make holes for insertion with awl. Baskets, of reeds or raffia. Frame made of envelope. Children cut diagonals across face of envelope, curve back corners over a pencil, and decorate with wash of water-color shaded from one corner light, to darker one opposite. Decorate also with tiny stars, obtainable at stationers.

Wood—Make barn, sled, cradle. Old soap boxes contain many possibilities.

Scrap-picture sheep can be pasted on blocks of wood, and a flock thus obtained.

Stockings and mittens of netting to fill with candies and hang on tree.

In one kindergarten the children were happily sewing mittens of red canton flannel which they cut out themselves along a line drawn by the teacher. A short piece of rope, unraveled at the ends, doubled and tied, makes a hairpin holder.

Doll's muff can be made of cotton batting pasted to cardboard forms.

Those living in warm climes can make a pretty fan by sewing together two daintily tinted pieces of cardboard, cut in a pleasing shape. Insert handle of two long splints, which should be tied to center of fan by worsted put thru punched holes. Tie also at the base of fan. Paste circles or scrap-picture on each side of fan.

THE key of yesterday I threw away
And now too late,
Before tomorrow's close-locked gate,
Helpless I stand—in vain to pray,
In vain to sorrow;
Only the key of yesterday
Unlocks tomorrow.

—Priscilla Leonard.

SHALL WE TELL THE SANTA CLAUS MYTH?

FRANCES E. NEWTON.

SANTA CLAUS and Christmas! What conjurers are they! What a host of images do the very names bring before the eyes of our minds. We see ourselves again central figures in a series of living tableaux. Perhaps we are gathered about the mother listening with awestruck emotion to the story of someone who cares very much for little folk, and once a year, on the birthday of the Christ-Child, makes his entrance into their homes in strange fashion. If it ever occurred to one of us *fin de siècle* and matter-of-fact children to question as to how it was possible for so sizable a gentleman, with his still more sizable pack, to utilize the small highway permitted by our modern chimneys, we did not stop to reason it out. We accepted the statement with a faith strong and elastic enough to bear the strain, even when there was but a gas grate, a stove, or perchance only a register or steam radiator for outlet or inlet. We see again, it may be, the family's stockings hanging in a row, all sizes and shapes, and ourselves snugly tucked in bed endeavoring vainly to keep open the eyes that would shut despite our noble determination to outwit nature, if possible, and behold our mysterious benefactor; listening at the same time for the tinkling of the reindeer's bells, and for the beating of their hoofs on the house-tops, until, at last, overpowered by sleep, we and our hopes alike sink into oblivion.

Another vivid picture comes to many of us. We see wee white nightgowned creatures, in the gas or lamp-lighted dawn, emptying those same stockings, shouting over each new-found treasure, delighted, enchanted, beatified, and not understanding, in the least why the tears ran down the cheeks of the dear father and mother when there were smiles in their eyes and on their lips, as they shared our happy surprise that Santa Claus should know just what we most wished for. But even while these images press upon us we have to turn about and face some very practical questions.

Perhaps it is the memory of our own rude awakening from this dream of Santa Claus as a real being, or it may be we call to mind the oft-repeated anecdote of the boy who wanted to know if "the story of Jesus Christ was all a lie too." Perhaps we have fancied that we could trace from this doubt-engendering experience the growth of skepticism and lack of respect for truth in the lives of some of our acquaintances; but whatever the cause we fall into line with the long procession of those who question the influence of the Santa Claus myth in the lives of our children, and cast about in our minds for a reasonable and practical solution of the problem.

The Santa Claus story has come to stay. What shall we do with it?

We have to remember, primarily, that no myth, legend, or story has lived for hundreds or thousands of years unless it embodies some phase of the great soul of Truth, of that which cannot die because the stamp of eternity is on it. This our children must have. As inheritors of the accumulated wealth of the ages it is theirs by divine right.

But that is abstract, illusive, intangible. Children's minds deal with the concrete—they are most literal. How shall we give them the truth wrapped up in the Santa Claus myth in such a manner that each recurring Christmas will mark their growth, not only in the knowledge of men and things present and to come, but also in the apprehension and appreciation of the unseen, but not less real powers and energies in the universe? How shall we help them to see that Santa Claus is a truth, if not a fact? That is our problem.

In the first place we must be careful not to grossly materialize that which is purely spiritual, for in so doing we will at once dispel that sense of wonder and mystery in which lie the beginnings of reverence and worship. It is the unseen force, that which is back of the seen and tangible everywhere, which has from the beginning led the race to the worship of the "unknown God." And children are often far more ready to understand these hidden and mystical things than we, their elders, suspect.

"What is God like to you?" a mother asked her six-year-old boy. After pondering awhile he said:

"You see that trolley, Mamma?"

"Yes."

"And you see the car going along?"

"Yes."

"You cannot see the electricity, Mamma."

"No."

"Well, God is like that. You cannot see him, but you can see what he does."

Santa Claus is only the impersonation of the Spirit of Giving, a force or energy in the universe as real and vital as is electricity; and when we do away with the exquisite atmosphere of mystery, the poetry of the idea contained in the simple word representation of the midnight ride of an unseen one over the housetops and thru the air, scattering gifts with a lavish hand and an omniscience which is in itself awe inspiring—when we do away with that and have in its place an actual, noisy, jolly, blustering, fat old man, materiality knocks at the door and spirituality flies out of the window. We have a fact, but not a truth. To some children the awakening is very bitter, and the resentment in their hearts is apt to be a lifelong thorn-prick.

As one solution of our problem, therefore, we need to depre-

cate the prevalent custom of having an actual Santa Claus. Many of our large stores are now making him a feature of their Christmas sales, and hundreds of children flock eagerly and feverishly and fearfully to see him and pour their childish longings at his feet; but because of the unnatural environment he often became to them only a great god of plenty, a possessor of things, and to the little wiseacres among them who have wit enough to penetrate the disguise, an object of envy.

Let us not deprive our children of the sweet old story of Kris Kringle. Let us continue to hang their stockings by such heating apparatus as we may be happy enough to possess. Let us preserve the poetry and mystery in their lives, but let us at the same time teach them that their beloved Saint is only a beautiful, great spirit. Why not? That like electricity, the mind, or other invisible forces, he is known only by his acts; that everyone who follows in his train may bear his name and become a small Santa Claus. Let us even have a jolly, breezy, old fellow, if we wish to add to our Christmas cheer; but let us take pains to explain that the real Santa was never seen, that he works thru his numerous followers, and that father or uncle or somebody else has dressed himself up to look as we imagine the Prince of Givers might look.

And then, when the awakening comes there will be no heart-breaks over lost illusions, no loss of faith in the word of father and mother, no question as to the truth of other beloved stories; it will be an awakening to a larger truth and to clearer understanding. Underlying principles will become true things, and the trading spirit in Christmas will make way for the simple truth that giving and receiving are one. If we save our Christmases to come with all their sacred meanings and beneficent influences, we must begin now to protect our children in every quarter from the present tendency to materialize and commercialize the day.

A RACE.

A LITTLE tear and a little smile
Set out to run a race;
We watched them closely all the while—
Their course was baby's face.
The little tear, he got the start,
We really feared he'd win,
He ran so fast and made a dart
Straight for her dimpled chin.
But somehow—it was very queer,
We watched them all the while—
The little, shining, fretful tear,
Got beaten by the smile.

—Unknown.

A Christmas Carol.

For Little Folks.

Words by HELEN EKIN STARRETT.

Music by MRS. CROSBY ADAMS.

1. The snowflakes are falling, The frost's in the air, But Christmas is
2. The joy - bells are ringing, For Christmas is near, To ev - 'ry - one

The first system of musical notation is in 3/4 time, key of D major (one sharp). It consists of a treble and bass staff. The melody is in the treble staff, and the bass staff provides a simple harmonic accompaniment. The lyrics are written below the staff, with the first line starting at the first measure and the second line starting at the second measure.

com - ing, and what do we care! Old San - ta Claus knocking, Per -
bring - ing its joy and its cheer; Kind Fa - ther in heav - en, Oh

The second system of musical notation continues the melody and accompaniment. The lyrics continue from the first system, with the first line starting at the first measure and the second line starting at the second measure.

haps we may hear, Hang up ev - 'ry stocking, Each child he holds dear.
hear while we pray, And give to all peo - ple A glad Christmas day.

The third system of musical notation concludes the melody and accompaniment. The lyrics continue from the second system, with the first line starting at the first measure and the second line starting at the second measure.

The above melody can be used to the following words of Martin Luther, and, in that event, will be found to have a better musical feeling if transposed into the key of D \flat .

Away in a manger,
No crib for His bed;
The little Lord Jesus
Laid down His sweet head;
The stars in the sky
Looked down where He lay,
The little Lord Jesus
Asleep on the hay.

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A FEW NOTES FROM THE FIELD.

Eleventh Annual Meeting of the Alumnae Association of the Philadelphia Training School for Kindergartners was held on Saturday, November 10, at three o'clock, in Pennsylvania Museum and School of Industrial Art. The main feature of the afternoon was an address by Miss Laura Fisher, supervisor of public kindergartens, Boston, Mass., on "The Kindergarten Program." The clear, concise exposition of the principles of program-making, and the many and varied methods as illustration of them, made the address of most valuable assistance to the practical kindergartner.

Miss Fisher briefly recounted the errors of the past when the word "plan" was not admitted in the kindergarten vocabulary, fearing its mechanical tendency. The first revolution from this idea was the swinging of the pendulum in the opposite direction and the selection of a specific fact, and the grouping of all exercises around this center. The children were made to sew the crow, model the pitcher; model the crow, sew the pitcher," until with one voice they appealed against "the old crow and the old pitcher. These methods while very superficial and external were not so deplorable as the aimless drifting about, waiting for the winds of inspiration to rise.

"The true program," said Miss Fisher, "should be based upon universal experiences of the child and child-life, and depends on the following principles:

"1. The right conception of the gifts, occupations, songs, and games.

"2. The relation of these to each other.

"3. Their application to the nature, development and experiences of the child."

These principles were copiously illustrated and many applications made to the "working program."

Miss Fisher uttered a warning note against too much reliance on the interest of the child and not assisting him to self-effort, self-control.

The Alumnae and Training Class of 1900 joined in a chorus "Auld Lang Syne," and a social hour at Mr. Van Kirk's home, 1333 Pine street, followed.—*Anna M. Williams, Rec. Sec'y.*

The St. Louis Froebel Society met in regular session Saturday, October 27. Mr. Denton J. Snider of the Chicago Kindergarten College delivered a lecture upon "The Life of Froebel." Mr. Snider's enthusiasm awakened a high degree of interest, as is usually the case when he visits St. Louis.

Among other things Mr. Snider said: "We must study Froebel's life if we would know the doctrine he applies to the child. His life will illustrate the principle of the unfolding of the child from potentiality to geocentrism, then the return to heliocentrism.

To illustrate this fundamental fact the lecturer divides Froebel's life into three periods, which indicate the stages of his development and his work. The first period is the "youth Froebel." This period lies between his birth and the time of his first teaching at Frankfort (1782-1805). At this stage he might be called the "potential Froebel," this being the time of all possibilities.

The next period (1805-1835), Mr. Snider designates as that of the "Schoolmaster Froebel." This includes the time spent in school as an instructor. "Froebel," he says, "now knows his vocation." It is a time of development but one of estrangement, separation, from which he makes the return, and then we have the "Kindergarten Froebel." This period extends from 1835 to 1852, to the end of his life. "This may be called the evolution of the kindergarten, which, however, was evolving all his life."

This series of lectures will continue during the week under the auspices of the Froebel Society.—*Elizabeth Longman, Cor. Sec'y St. Louis Froebel Society, October 28, 1900.*

AMBIDEXTERITY, or the power of using both hands with equal facility, is now being cultivated in Philadelphia schools. The board of education has adopted Prof. L. Todd's system, and about two thousand boys and girls attend regularly to undergo a course of training for producing ambidexterity. Many individuals are naturally endowed, to a great extent, with this power, and Dr. E. N. Smith of the London Orthopedic Hospital has recently published an article pointing out the enormous benefits which would result to all manual workers from their ability to use the left hand as well as the right. This physician's experience has led him to believe that a large share of the lateral spinal curvature, which is so common in children, is caused by the preference for using the right arm and the right side of the body generally, and he makes a strong plea for the public adoption of a system of teaching ambidexterity to children as a part of the regular school work. The experiment in Philadelphia will be watched with interest, but it would seem that the training of the left hand might be begun with far better chances of success when children are younger than they are at the time they enter school. When the baby first begins to use its little arms, the mother might train the left arm to take part of the work generally done by the right.

The tenth annual session of the Southern Educational Association will be held at Richmond, Va., on Dec. 27, 28, 29, 1900. The Kindergarten Department will hold its annual meeting on December 28, at 2:30 o'clock. Those in charge have prepared a suggestive program. The officers for the current year are: President, Miss Patty S. Hill, Louisville, Ky.; vice-president, Miss Willete Allen, Atlanta, Ga.; secretary, Mrs. Mattie Betts, Memphis, Tenn.

After the appointment of committees the audience will have the pleasure of hearing four helpful addresses: "The Training of a Kindergartner," Miss Caroline M. C. Hart, Baltimore, Md.; "The Kindergarten as a Preparation for Later Education," Miss Harriet C. Niel, Washington, D. C.; "Some Suggestions from Child-study in the Kindergarten," Miss Minnie Macfeat, Winthrop College, Rock Hill, S. C.; "The Place of Imitation, Dictation, and Creativity in the Kindergarten," Miss Annie Downs Ingalls, Louisville, Ky.

All kindergartners are earnestly invited to attend this meeting as questions of much importance to the growth of the kindergarten cause will be considered.

THE Washington Kindergarten Club held its annual meeting in the parlors of the Washington Normal Kindergarten Institute, 1426 Q street, on the evening of October 29. There was a large attendance, and the exercises were of unusual interest. Miss Susan Pollock opened the exercises by reading some very interesting chapters from the "Life of Froebel," as patriot and educator. Miss Ada Louise Townsend gave a dramatic recitation and a piano solo. Miss Virginia Taylor also recited. The ladies of the kindergarten normal class sang and played. Among those present were Mrs. Mica Heidemann, the sculptress, with her husband; Mrs. Wilbur Crafts, the Misses Hunter, Miss Chester, Mrs. and Miss Johnson, Mr. and Mrs. Judd, Mrs. William F. Holtzman, Miss Shipmann, Mrs. Crossmann, Mrs. and Miss Stormsted, Dr. Samuel Domer, Mr. Bogue, Dr. and Mrs. Johnson, Mr. Webster, and many others.

THE kindergartens of Des Moines—seventeen in number and all connected with the public school system—opened this year with full attendance. The training school, connected with Drake University, is directed by Miss Hattie A. Phillips, supervisor of the public school kindergartens, who conducts the regular kindergarten work of the class while other specialists have charge of psychology, history of education, science, music and drawing, and is doing excellent work.

The young ladies who graduated in last year's class are located as follows: Miss Bowen, Miss Muffy and Miss Lowery in public kindergartens of the city; Miss Stoner in public kindergarten at Denison; Miss Park at Grinnell; Miss Hunter in private kindergarten work at Boone, and Miss Conger at Fort Smith, Ark.

THE first regular monthly meeting of the Kraus Alumni Kindergarten Association was held at the San Remo, New York, on Saturday, Oct. 27, 1900. The subject for the meeting was: "Finger, Ball, Trade, and Rhythmic Games." Mrs. Kraus opened the meeting with an interesting paper on this subject speaking of the games in general. She was followed by Mrs. Pashley, who spoke more extensively on Rhythmic Games, and Miss Alice Close then spoke on the Trade Games and the benefit derived from them in her kindergarten. An open discussion then followed, in which many well-known kindergartners took part.

THE *School Bulletin* for November publishes a page containing portraits of the twenty-nine Americans chosen for the Hall of Fame. Among them we note that of Horace Mann. He was the only educator receiving the majority vote. He received sixty-seven out of a possible ninety-seven. Only those receiving at least fifty votes were eligible. They must be Americans, and must have been dead at least ten years. Other educators named were: Mark Hopkinson, Wayland, Woolsey, Mary Lyon, Gallaudet, Emma Willard, and others.

THE committee of awards for the educational exhibits at the Paris Exposition was composed of the following gentlemen: M. Leon Bougeois, president, Minister of Public Instruction, France; M. Brereton, vice-president, representing Great Britain; M. Baudrillait, secretary, France; M. Rene LeBlanc, reporter, France; M. Ferdinand Buisson, ex-Minister of Public Instruction, France; M. Raffalovitch, Russian Minister of Public Instruction; M. Bayet, inspector of schools, France; Mme. Chegari, principal girls' school, Paris.

THE Connecticut Valley Kindergarten Association, Fanniebelle Curtis, president, met at the Art Museum, Springfield, Saturday, November 10. Mrs. Maria Kraus-Boelte addressed the meeting in the morning. Discussion followed. In the afternoon Miss Alice E. Fitts of Pratt Institute gave some "Suggestions for the Kindergarten Program." This association is a branch of the International Kindergarten Union. Miss May Murray is secretary.

MRS. MARY H. PEABODY of New York delivered recently a lecture on "The Law of Power," illustrated by the ball, cube, and cylinder of the second gift, to a large and appreciative audience in the parlors of the Washington Normal Kindergarten Institute.

THE first regular meeting of the New Haven Mothers' Club was held on October 5. The subject of the afternoon was "Self-activity." Mrs. Arthur S. Bradley gave the first paper, being followed by Dr. Jay W. Seaver of Yale University.

MISS MARI HOFER will visit the East during January and February in the interest of kindergarten music. Her headquarters will be 699 Madison Ave., New York City,

THE Perry Kindergarten Normal School reopened during the first week in October. Mrs. Annie Moseley Perry is principal.

MISS MARY E. GLENDON is now in charge of the kindergarten of the National Cash Register Co. in Dayton, Ohio.

MRS. IDA M. TINING is principal of a normal training school for kindergartners in Charleston, S. C.

LOTTIE M. HALL is in charge of the kindergarten of the Normal School, New Britain, Conn.

PROVIDENCE, R. I., has 932 children in the kindergartens of the public schools.

MRS. A. A. HUGG is principal of the Froebel Training School in Oskaloosa, Iowa.

KINDERGARTEN MAGAZINE

Vol. XIII.—JANUARY, 1901.—No. 5.

NEW SERIES.

PICTURES IN SCHOOLS.

BELLE PRATT MAGEE.

WHY do we place pictures in schools? Why do we desire pictures in our homes? Why do we make our homes as attractive and pleasant to the eye as our wit suggests or our "purse can buy?" The school is but an annex to the home and should stand for the same things, written in large characters. It is because we believe in their refining and widening influence, and we would "think on these things" and teach our children to do likewise.

We believe in beauty; we think it should be free to all; we think it should be known and loved of all. If you want an argument for the essential usefulness of the beautiful go to Victor Hugo and reread in "Les Miserables" how the good bishop answered his housekeeper when she expostulated with him for giving one whole quarter of his garden to flowers, claiming "twould be much better to grow salads there." "Ah, Madam Magloire," said he, "the beautiful is as useful as the useful. I'm not sure but 'tis more so."

We group the words, the "good, the true, and the beautiful," together in our common speech. Some of us think the beautiful is not the last and least, but the climax of the group, being the good and the true plus a something else, very subtle, very evasive, but very real and powerful which it is everyone's right to realize in his own experience.

THE PURITAN IDEA.

These good Puritan ancestors of ours, to whom we owe the early establishment of our school system, seem to have been a little afraid of beauty as a something pagan. Must they not answer for it, this leaving out so wholly of the æsthetic in their scheme of life and education?

What did they do to train that best gift—the imagination of the young? To open their eyes to the beauties of Nature and her sister, Art? Is it Christina Rossetti who sings:

Dream not that duty can shut you from beauty,
Like water and sunshine the heirloom of all.

But she had roots in Italy, and the Puritans came from beneath grayer skies. They seem to have forgotten that the flowers growing beside their "straight and narrow way" were made by the same Power that created them. When they looked up to heaven they were apt to close their eyes in prayer, and fail to see the glorious blue and white of the skies. Would it not have shocked them to think of some of the quaint fancies of their Norse ancestors? How that dome was the inverted skull of the giant Ymir, held up by the dwarfs "Nordri, Sudri, Austri, and Westri?"

The old Saga says:

Of Ymir's flesh
Was earth created;
Of his blood, the sea;
Of his bones, the hills;
Of his hair, trees and plants;
Of his skull, the heavens;
And of his brows
The gentle powers
Formed "Midgard," for the sons of men;
But of his brain
The heavy clouds
Are all created.

These good Pilgrim fathers almost succeeded in barring out beauty from these shores, for if she is present, and the people blind, what availeth it them? Our eyes must needs be trained. It is a little appalling to learn how many among us are blind. The responsibility lies partly with the blank staring white school walls, which for several generations have not only been positively hurting the eyes of the children, but negatively failing to fulfill their vision of daily inspiration. But there's a good time coming. It won't be long, tho as the old darky sang, "It's been long, long, long on the way."

SCHOOLHOUSE OF THE FUTURE.

Instead of the little red schoolhouse (of sainted memory to many an American), with its hard benches and bare walls, the day is coming when the public schoolhouses among us will be the most beautiful buildings in our cities and towns.

Foreigners will be taken with pride to see them; they will be always isolated buildings (as the government buildings are now),

surrounded with trees and grass and flowers, and with a playground attached to each.

The best architects will have designed and builded them; the best artists will have painted great mural pictures for their hallways. In each room will hang at least one carefully chosen picture. The color of the walls will be suited to the light in the room; flowers will bloom in the windows; each building will be the center of its community, and in the large audience room, with which each will be equipped, will frequently meet parents, patrons, and teachers. Lectures, concerts, meetings of all sorts will be held in these rooms. This is no dream; one can tell you where every one of these things can be seen; but alas! not all together. It is Lincoln's expression: "Some of the people, some of the time—" Now if all of the people, even some of the time, were roused to the needs of our public schools, where are maturing so fast the men and women of tomorrow, it would be almost miraculous how quickly great things could be done. Those who are working at the problem of making the schoolrooms attractive have learned a great many things. We have learned that there are more than four thousand schoolrooms in Chicago, besides the miles of wall spaces crying out for some sphere of usefulness. We have learned that only large pictures are worth hanging on schoolroom walls. The "Vicar of Wakefield" had, you remember, the correct idea, that of a large picture, but he forgot where the picture was to go (and couldn't get it into the house). Now that is a thing one must never do—forget where it is to go. It is a most important thing about pictures for schools. Don't put the Shaw Memorial in the kindergarten or the Mother Goose Rhymes before the eighth grade.

CHOOSE CAREFULLY.

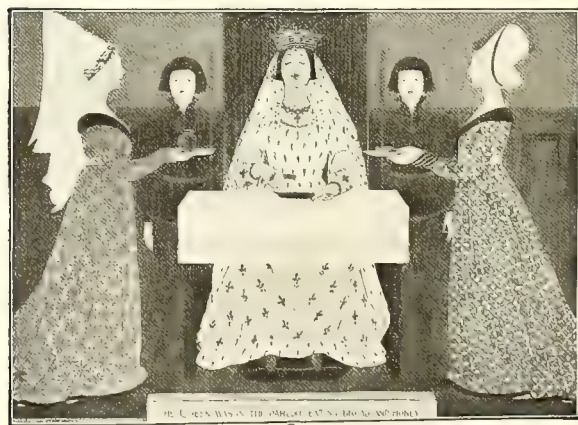
The picture must be something beautiful in itself, and also suitable for the age of the children, else it speaks to them in a foreign language—"Milk for babes, meat for strong men"; but there is milk and milk, and only the very best is nourishing. One of our greatest difficulties is in getting rid of the ineffectual, meaningless, wholly inadequate, and not-to-be-desired sort of picture that thoughtless people have already given the schools. There is no hope that pictures will wear out, and an amazing chromo of two children spilled out of a dogcart will continue to hang, once being placed there, before several generations of pu-

pils. Is it not dreadful, and should it not point the lesson of very careful selection?

AMONG the pictures named by Mrs. Magee as being specially appropriate for school walls are: The Prophets (Frieze by Sargent), Sir Galahad (Watts), Lincoln (St. Gaudens), Amiens Cathedral (Facade), Anne Hathaway's Cottage, Mother Goose and Other Rhymes (illustrated) by Lucy F. Perkins.



"THE KING WAS IN HIS COUNTING HOUSE."**



"THE QUEEN WAS IN THE PARLOR."**

*From water-color by Lucy Fitch Perkins.

Published by Prang Educational Co.

NEW YORK STATE ASSEMBLY OF MOTHERS.

(Reported by Mrs. Almon Hensley.)

THE fourth annual meeting of the New York State Assembly of Mothers was held in Buffalo October 30 to November 1. In spite of bad weather the meetings were well attended and the interest great. Perhaps the most important of all the valuable work done at the assembly were the talks given each morning by Mrs. Anne Eggleston Friedman of Buffalo, on "Child Study in the Home." Her words were practical, pertinent, and comprehensive, the outcome of years of careful study of children, and every mother present felt benefited and encouraged by her wise and helpful words. The topic for Tuesday was "The Care of the Physical Child"; for Wednesday, "Children's Amusements, Games, and Toys"; for Thursday, "Religious Training of Children." An important point made in connection with the care of the physical child was the suggestion to mothers that they, and not the teacher, may be responsible for the overstrained nervous condition of the child thru a hastily eaten and inadequately digested breakfast, improper clothing, or uncomfortable home environment. Mrs. Friedman suggested to teachers that a wise method of ascertaining the nervous condition of a child during work hours is to ask him to hold his hands at arms' length in front of him; should the thumbs droop downward the child is nervously exhausted. Interesting addresses were given as follows:

Tuesday afternoon.—"Discipline in the Home," Mrs. Mary J. Lockwood of Rochester; "Nutrition," Miss Marguerite Lindley, New York; "A Wise Parenthood," Mrs. Almon Hensley, New York city, president of the Society for the Study of Life; "A Purchasing Standard for American Homes," Mrs. Florence Kelly, corresponding secretary National Consumers' Leagues, New York city; "How Can the Home Help the School?" Prof. Henry P. Emerson, Superintendent of Public Instruction, Buffalo.

Wednesday.—"Influence of Twentieth Century Motherhood on the American Home," Miss Jessie Fowler, New York city; "Influence of Music on the Home," Mme. Von Klenner, New York city; "The Newspaper in the Home," Mrs. Cynthia West-

over Alden, New York city; "Bird Study for the Home," illustrated, Miss Mathilde Schlefel, East Aurora; "Hidden Forces in the Education and Discipline of the Home," Prof. M. V. O'Shea, University of Wisconsin, Madison, Wis.

Thursday.—"Vacation Hours—How Shall They Profit the Home?" Mrs. Ina B. Merrell, president Syracuse Mothers' Club; "American Citizenship Safeguarded by the American Home," Dr. O. P. Gifford, Buffalo.

To the great disappointment of the members of the assembly the national president, Mrs. Theodore Birney, was prevented, thru illness, from being present. Her subject, that of "Honoring the Child's Individuality in the Home," was discussed by Mrs. H. O. Holland of Buffalo.

* Professor O'Shea's address was intensely interesting.

Mrs. Mary L. Lockwood, in her paper on "Discipline in the Home," also laid great stress on the susceptibility of children to the influence of suggestion. She said: "The child naturally and readily does what it sees done; it absorbs and imitates the good and the bad with which it is surrounded. It is therefore of supreme importance that the environment be good, that the parents become what they wish their children to be. Accordingly, the ideal parent, in seeking to establish certain cardinal virtues in the child's character, should first make them a component part of his own character."

Miss Lindley's lecture on "Nutrition," was, as is all her work, fundamental and practical; she laid stress on the point made both by Mrs. Friedman, and by Professor Emerson in his talk on "How Can the Home Help the School?" namely, the responsibility of the parent in the matter of wise and adequate feeding. The moral as well as the physical health of a child depends to a large extent on its nutrition; it is not the amount swallowed by a child that nourishes, but the amount assimilated; a small quantity of easily digested food is more nourishing than much food which is chiefly waste material.

Miss Fowler's paper on "Twentieth Century Motherhood," contained vital truths. To quote: "The preparation for motherhood is the most sacred privilege and duty possessed by woman, and should be studied more conscientiously than household cooking, personal hygiene, professional art, or music. . . . There

* Professor O'Shea's address will be found in another place in this magazine.

should be a post-graduate course on subjects pertaining to motherhood, prenatal influences, and preparation for the duties of wife and mother which every engaged girl could take."

Mrs. Alden's, "The Newspaper in the Home," made a plea for the clean daily paper for the child's practical education. Admitting that the daily papers are not what they ought to be, Mrs. Alden thinks that unless the evil is pointed out to a child he is not likely to be polluted by it, and that the educational value of the newspaper is beyond question. "From the time that children begin to read the boy or girl who knows nothing of the day's news is just so far behind his or her playmates. This is a real disadvantage to the child, a real delaying of the child's development."

Mrs. Merrell of Syracuse gave a most interesting and profitable description of the beautiful work done in her city, and thru the Mothers' Club, in establishing vacation schools; with a detailed account of the encouraging results of the labor and thought expended.

Miss Mary Louisa Butler, of Chicago and Chautauqua, was chairman of the program committee, and most successfully performed the work assigned to her. Thru her untiring energies and selection the members of the assembly enjoyed a most helpful three days' session; and her sweet and gentle, yet forceful, personality made itself felt wherever her duties called her.

The much-loved president of the assembly, Mrs. D. O. Mears of Albany, was reelected, and will serve her third term as president. The rest of the officers for the coming year are as follows: First vice-president, Mrs. Henry A. Stimson, New York city; second vice-president, Mrs. H. O. Holland, Buffalo; recording secretary, Mrs. Almon Hensley, New York city; corresponding secretary, Mrs. Whish, Albany; treasurer, Mrs. Bailey, Albany; auditor, Mrs. Charles N. Hewitt of Auburn.

MORE Davids and fewer Philistines are needed to make the kindergarten free to all children, and mark the high water line of twentieth century education.

THE twentieth century citizen is now being made in the kindergartens and elementary schools of your town.

Do you realize that the three-year-old, four-year-old, and five-year-old of today are passing out of childhood, and what they miss of childhood education is lost to them for all the years?

HIDDEN FORCES IN LIFE AND EDUCATION.

(Abstract of an address by Prof. M. V. O'Shea, of the University of Wisconsin.)

FROM the earliest times people have realized that the mind of a child is not a very faithful reporter of things as they happen in the world; they have appreciated that it is very easy for children to see crooked and hear crooked. This fact is being impressed upon the thoughts of people today by the results of investigations relating to the suggestibility of the young. Studies conducted at Clark University, and elsewhere, during the past few years, have shown that the child mind is easily deceived under conditions which exist about it all the time. If an experimenter leads a group of children to think that he is going to test the sense of smell with familiar odors, he can without difficulty get most of them to detect in distilled water some perfume he names, and with which they are familiar. So, too, he can make them believe that they are tasting salt, sugar, or the like, when he places a perfectly tasteless substance upon the tongue. Objects may be seen to move that remain perfectly stationary, and illusions of temperature, touch, and so on, are easily induced. The principle involved here is illustrated frequently in the experiences of daily life. Few people can detect misspelling in a word if the first and last parts are correct. It is well-known that the majority of persons cannot be trusted to discover typographical errors in proof. Now, the *rationale* of these things is apparent at a glance. We tend to see things in adult life as we have seen them before, even tho they are somewhat altered in the present instance.

Seeing for most of us is at least part imagination, in the sense in which this term is commonly employed. We behold that which arises within rather than that which is presented from without. If in a word there is enough of the old form to awaken the memory of the word, we are likely to take the memory to be the thing which is appealing to our senses.

Fortunately for us the human mind has been so constructed that it joins experiences together in memory in the way in which they originally presented themselves. These constitute series of events; and if they are repeated a few times in the same order

we come to believe that this order is permanent, that it indicates the way in which the world will always present itself to us, and we conduct ourselves accordingly. If a certain number of events, as *a, b, c, d, e*, have been repeated in that order a few times, then when *a* is presented I expect *b* will follow, and *c* will follow *b*, and so on. I do not wait for each member of the series to present itself before making up my mind what to do. As soon as I experience *a* I conduct myself according to past experiences, and I am more or less indifferent to the events as they actually occur on this occasion. I am not critical of what is offered from without now; I do not need to be. Nothing new will happen, I think, and what is the use. If I was placed in a situation which was unfamiliar then I would be anxious about everything. My welfare would, of course, demand that I take strict account of all happenings; but when I glance at a word and see, say half the letters arranged in the way in which I have seen them before, I do not stop to observe each letter distinctly, so I jump to the conclusion that it is a familiar word.

It is very fortunate for me that I do this, since I am spared much useless pains in observing details of things that I know perfectly. But there is no great good without some small loss, and I sometimes fall into error. In language this is usually not of much account; but in some of the other affairs of life this tendency not infrequently leads into serious error. A child having made a friend of his kitten, and gained its confidence so that he may do what he will with it without suffering penalty, falls in with a dog, and sees so much likeness to his home pet that he thinks he can treat him the same way, and sometimes he suffers severely for his lack of discrimination. And so instances without limit might be mentioned showing how easily old associated experiences are revived by any present event. Usually, to repeat, these revived experiences will be in accord with reality, and would probably always be if it were not that series of experiences cross and recross in a most complex way, and at the junction places there is likely to be shunting off so that the parts of two different series get connected together as a whole in the mind; but there is nothing in the outer world to which this corresponds, and so our thinking leads us astray.

This principle is true in respect of the influence of language upon perceiving and thinking. When one hears a word there

is reinstated in his mind the content with which it has been coupled on previous occasions. Then in many people's minds this content is taken to be a truthful report of reality, and conduct is regulated in view of it. When an experimenter tells a blindfolded subject that he is going to touch the skin with a hot rod, and then informs him that he is about to do it, the words are likely to revive heat sensations so vividly that for all intents and purposes they are actually experienced. Of course, daily life supplies us with innumerable examples of this principle; oftentimes public exhibitions are given showing this law in its extreme form. In hypnotism the critical faculty is momentarily paralyzed, so to speak, and any previous experiences which can be revived in the subject's mind thru language or thru gesture, will be interpreted by him to be reality, and he will behave accordingly. The point is that old mental states with their accustomed motor expression are reinstated thru a revival experiencing one or more of the factors in the series of events which comprise the experiences.

Now, the young mind is especially inclined to have reinstated old experiences in any present situation, presenting factors which constitute a part of the old series. We say childhood is a time of fancy, and we mean by this that it is a period during which the critical faculty is not so active as it is later. The mind is not so good a mirror, if you please, of the world without. It makes a start at the point where reality is largely internal, as it were, and grows along up to where in the most perfectly developed stage the riot of imaginative combination is inhibited by external realities. The mind at first is apt to see the world thru its fears and desires, and this tendency is doubtless never wholly overcome, but it is restrained with normal growth. The child jumps at things, as we say; he takes things for granted. He reads his thought out into nature. Reality to him is what has gotten into his mind in one way or another thru story-telling and the more or less helter-skelter associations of things that have never been connected together in the world without. Growth implies in a certain sense the straightening out of these influences and the establishment of definite series of events corresponding to the way in which the world is ordinarily presented.

Well, this manner of the mind's action accounts for much of the error in thinking and perceiving of the adult as well as the

child. One learning to read in his mother tongue, or in a foreign language, mistakes words that look somewhat alike. If a child knows "rat," and looks at the word "cat," the former picture of rat is likely to be revived. Adults miscall words that resemble each other, for the same reason that one who has not associated much with Indians or Chinese think they all look alike. Perception in any new field always singles out prominent likenesses, and only later comes to the details which distinguish individuals. If one will reflect upon it this is really the only plan of construction of mind which could make it an efficient instrument for learning the world. Of course it goes astray at times, but on the whole it seems to be the best scheme that could be devised. Errors of this sort are outgrown as the mind becomes more critical in the field, amasses a larger number of facts in that field, which will constitute means of apprehending the details which mark off one thing from another thing possessing the same general characteristics.

Some one has said that a person always finds what he is looking for. What you expect to see and hear will be likely to come your way, at least so far as you are yourself concerned in your beliefs. One who anticipates that another is going to slight him will be only too apt to be slighted in his own estimation at any rate. In passing graveyards people see ghosts because they are expecting to see them. In the stories which have been told them, ghosts and graveyards are usually connected together, and they are almost certain to arise together in the mind in later life. Expectation really means from one point of view that internal images are attaining a certain vividness which may go so far as to be taken for reality. Anticipation is the initial stage of happening for the one who anticipates.

Much of children's misrepresentation of the world is due to this tendency to take to be real what has been put into their heads thru stories. Bears and forests get connected together so that when any forest is seen the bears often make their appearance too. Sully cites a number of instances showing the action of the child-mind in the presence of any natural object which has been misrepresented to the child on previous occasion. It sees before it the distorted thing which had previously been put into the mind.

In the most complex affairs of life this tendency amounts to

prejudice. People see things colored by their fears and their desires. What one fears is apt to become so permanent and exalted in his mind, to gain such strength, that it dominates his thinking. It is not properly held in check by the data derived from the activity of his senses, or by the outcome of rational thought. It simply runs riot, and, of course, alienates him from his environment. So what we desire greatly is only too apt to prejudice our vision. The way we would like to have a thing happen we are only too ready to believe it has so happened. What will minister to my interests very easily appears to be the right thing, the truthful thing. Many of us confuse the feeling which the attainment of truth gives with the feeling of personal advantage, and the feeling of untruth with that of personal disadvantage.

Let it be said in passing that there is no work of education so important as developing the power of inhibiting the influence of fear and desire upon one's thinking. The highest stage of mental development is reached when the mind is a faithful reporter of the world as it is, then conduct will be regulated to the advantage of the individual and of society. If we should in all educational work make the pupil self-active, lead him to observe and come to right conclusions based upon his observations; if we should stimulate in him the tendency to consider another's point of view in all differences of opinion, we should, I think, encourage the growth of a mind where native impulses to distort the world to suit selfish ends would be restrained, and the power of unprejudiced vision would be exalted.

I have spoken thus far only of that aspect of suggestion which sometimes leads to error in our perceiving and thinking; but there is another and more important phase of the subject, the phase to which modern science has given chief attention, and which relates to the motor character of all thought and feeling. Modern science is thoroly assured that every mental state realizes itself in some sort of motor activity. One scientist says that every thought has a motor aspect; another says that the child thinks with his muscles; still another declares that the world comes in thru the eyes and ears, and runs out thru the hands and feet and vocal organs; but all agree that however an idea be awakened, it yet issues sooner or later in appropriate activity. One could easily observe this principle operating in his

own life. What he dwells upon in thought he usually embodies eventually in conduct, unless the natural course of events is inhibited by opposing ideas and actions. Let anyone, as Baldwin has said, fill his mind up with the thought of moving his hand, and he will see how closely joined it is to motor action. If one will think the matter over he will see that human life could be constructed on no other plan. If one could act one way, and think and feel another, what sort of a life would he live anyway? "Out of the heart are the issues of life" indeed.

And there is a special phase of this question which is of particular importance. In the past people have thought that if one could only hold a negative thought in the mind that it would restrain wrong action. One may think "I will not do this," and he will be restrained from doing it. But we are seeing today that much thought of that sort is really positive in its effect upon the conduct. When you think of not doing a thing, what are you really thinking about? Suppose you extend your hand, and think, I will not move that hand, and think as hard as you can of just that thing, and see what will happen. Try riding a bicycle and getting your mind on the thought of not running into a tree in your path, and see what will happen. Try visiting a mesmerist, and when he asks you to come out of your seat, keep your mind on not going, and see again what will happen. If you have never thought of this matter, these tests will teach you that what you have called a negative idea is really not negative at all in most instances. It is negative only in the verbal, not in the real sense. Thought is made negative when it is forced out of attention by other ideas. As long as it holds the attention it struggles to realize itself in accustomed action, and if it can hold the attention long enough and overcome opposing ideas, it will be almost certain to run its course.

One must have observed in his own life how when he has acquired the habit of doing a thing upon a given stimulus, as going to bed when the clock strikes ten, he comes after a while to do the thing automatically. When the inciting stimulus, which was originally conscious, is now experienced, you go off like a machine for all practical purposes. A telegraph operator can sleep thru all sorts of noise, but awakens immediately when called by his instrument. A mother sleeps in the midst of a racket, but awakens at once when her babe calls her. Modern

science is showing us that a great deal of our conduct is determined by subconscious stimulations tending to operate now as they have operated previously; anyone who is interested in the subject will find no end of instances to illustrate the principle.

There are very important educational doctrines that grow out of these principles of human nature. To state a great deal in a word conduct is determined by the sort of stimulations you present to one. Having an end to attain, one will then seek to bring all possible forces to bear upon the individual in a positive way, so that he may react in a positive manner calculated to attain the end. Our chief problem in education is to stimulate good and restrain evil conduct. In the past men have placed their faith largely in the direct suppression of evil; "thou shalt not" has been the principal means of discipline. But we are seeing today that the most effective means of inhibiting evil is not so much by verbally negating it, so to speak, as by supplanting it by good conduct. In modern thought we are realizing that a human being is endowed with a given amount of energy which is almost certain to express itself in some direction, and the great problem of education is to direct this energy. Character really means the establishment of good conduct rather than the suppression of bad conduct, altho if we attain the first end we will attain the latter, but the reverse of this statement is not always true. I think we are coming in modern life to put the chief emphasis upon positiveism in shaping the lives of the young, not alone in the school, but in the home, in the church, and in society. The reformatory is taking the place of the prison. Interesting vital studies are replacing the cane and the birch. Playgrounds and amusement halls are rendering jails less needful. Y. M. C. A. buildings are reducing the number of young men who live in saloons. But there is a great deal yet to be accomplished. Lawmakers have not yet realized their full responsibility; if they had they would devote more attention to studying ways of guiding young people in a wholesome way rather than in punishing them when they have sinned. The church has not realized its full responsibility; if it had it would attach more importance to the positive and less to the negative life. It would lead people to think more upon the good than the bad in them. "I am a miserable sinner and there is no life in me" has become too prominent in the teachings of the church, and it

is strange that people have not realized this as it touches the practical life, since they believe apparently that "out of the heart are the issues of life," and "as a man thinks so is he."

The great secret of training in my opinion lies in the ability of one to direct, to guide, to transform evil into good; to suggest ways of right action which will turn energy out of wrong channels; to hold up ideals which will be attractive and stimulate the young; to realize them in their own conduct. To present strong, vigorous personality for emulation, a personality which will be positive and not negative, which will make one think of what is upright and worthy and wholesome, rather than the opposites. We need to put into effect in education everywhere that prayer which we all utter daily, "Lead us not into temptation but deliver us from evil." We need in the same spirit to follow the injunction of the apostle of old, who urged men to think of things that were good and true and pure and beautiful, because these would surely realize themselves in their conduct.



"THE MAID WAS IN THE GARDEN."

From water-color by Lucy Fitch Perkins.

Published by Prang Educational Co.

EDUCATION IN CHINA.

LOUISE E. DEW.

WHEN a child is born in the Flowery Kingdom it is looked upon as one year old, and its years are reckoned not from its birthdays, but from New Year's day. If it is born the day before New Year's, when it is two days old it is reckoned as two years old, being one year old on its birthday and two years old on its first New Year's day. On this first birthday if the child be a boy, he is seated in a large sieve, in which are placed round him a set of money scales, a pair of shears, a brass mirror, a foot measure, a pencil, ink, paper, ink slab, a book or two, an abacus, and other implements and ornaments. The assembled guests all watch to see which object he first handles in order to gain an indication of his future career.

The brightest hopes are realized should he take up a book or pencil. To see him handle the money scales is the next ambition of his parents, and the probability is that devices are not wanting to direct his attention to the object which it is particularly desired he should touch. This is supposed to be the beginning of the education of the child.

The Chinese baby is a healthy little animal, rolling around in the dirt in the summer very nearly nude, and in winter clad in trousers made with feet to keep him warm. Of course the child goes thru the stage of learning to talk and to walk; but most interesting of all, until he is old enough to go to school, is his play life, which is as rich and varied as that of our American children, with the exception of the kindergarten toys, and even these are finding their way across the seas.

A thousand years before "Mother Goose" was ever heard of the Chinese were singing to their children, "Knock at the Door," "Jack and Jill," and "Little Boy Blue," and the children were playing "Blind Man's Buff" and "Prisoner's Base." They have dolls and carts stuffed with as good sawdust and painted with as bad paint as their Occidental brothers and sisters. They have clay whistles and bamboo toys, buzzers with seeds on the corners for whistles, whistling birds, crowing hens, barking dogs,

and crying babies. They play horse, carpenter, soldier, and bandit.

When the boy is four years of age he begins to study hieroglyphs from cards an inch and a half square. The actual school life begins when the child is six years old, and among the better classes great care is taken in the selection of a master. His excellences must be mental and moral, and his power of teaching must be unquestioned.

The selection of a lucky day for beginning work is left to astrologers, who avoid above all other days those upon which Confucius and Tsang Hieh (the reputed inventor of writing) died and were buried.

The stars having indicated a propitious day, the boy presents himself at school, bringing with him two small candles, some sticks of incense, and some paper money, which are burnt at the shrine of Confucius, before which also the little fellow prostrates himself three times.

There being no alphabet in Chinese the pupil has to plunge at once into the midst of the subject, and begins to read at once a work written in sentences of three characters, each containing a scrap of elementary knowledge.

Having mastered the mystery of this book he is taught the one thousand character classic, which deals with somewhat more advanced subjects. The next step is to the Four Books known as the Confucian Analects, the "Great Learning," the "Golden Medium," and the "Sayings of Mencius." Then follows the five classics: The "Book of Changes," the "Book of History," the "Spring and Autumn Annals," the "Book of Odes," and the "Book of Rites." This is the *ultima thule* of Chinese learning.

A full comprehension of these four books and five classics, together with the commentaries upon them, and the power of turning this knowledge to account in the shape of essays and poems, is all that is required at the highest examinations in the empire. This course of instruction has been exactly followed in every school in the empire for many centuries, and the result is that there are annually turned out a vast number of lads all cast in the same mold, all possessed of a certain amount of ready-made knowledge, and with their memories unduly exercised at the expense of their thinking powers.

The Chinese school year is coincident with the calendar year,

tho the school does not begin until after the middle of the first moon some time in February. At the wheat time in June there is a vacation, and at the autumnal harvest in September and October there is another vacation. Ten or twenty days prior to the New Year, which is considered a great event with the Chinaman, the school is dismissed for the holiday vacation.

The pupils are always expected to be on hand at an early hour, and by sunrise, very often, they are preparing to go to school. They go to school at an unearthly hour, and return to their homes for the morning meal. After breakfast they go back to their studies and remain until dinner time, after which they go back to school as before. If the weather is hot, everyone else indulges in a siesta, but the pupils are compelled to be in their places as usual, altho they may be allowed to doze at their desks for half a day. The discipline of the school is supposed to be maintained in this way.

The village school in winter is a comfortless place, as there is rarely any fire, excepting such as is made with a pile of kindling or a bundle of stalks lit on the earth floor. This, of course, does not change the temperature of the room for any length of time, so the pupils sit about enveloped in their long storm cloaks half frozen.

When it grows too dark to distinguish one hieroglyph from another the pupils are released to go to their homes, not on the hop, skip, and jump, as our lads do, but in an orderly and becoming manner as is befitting to followers of Confucius. In some schools the pupils are supposed to come back in the evening to study until a late hour.

In Japan the rod is seldom resorted to except in extreme cases, for these delightful people believe in ruling by love instead of fear. In China the pupil is flogged for the most trivial offenses. Bad boys and stupid ones—for a stupid pupil is always considered a bad one—are often punished daily, and they bear about on their bodies the marks of their beatings year in and year out. The Chinese father does not believe in sparing the rod and spoiling the child, so he usually extends his coöperation to the teacher. Not that he does not care for his child, far from it; but he is ready to assume an axiomatic truth that the only road to any form of success in life is by the acquisition of an education, hence, if necessary, the child must be forced to study.

Indeed, the most flagrant offense a pupil can commit is the persistent failure to learn his task within the allotted time.

Every village in China does not have a school, but every village would like to have one, for there is everywhere the most profound reverence for instruction.

The schoolhouse is usually an unoccupied room in a private house, an ancestral or other temple, or any other available place borrowed for the purpose. The furniture is provided for the pupils by their parents, and it consists simply of a table and a stool or bench. The four "precious articles" required in literature are the ink slab, with a little well to hold the water required to rub up the ink, the ink cake, the brush for writing, and paper.

The teacher does his own cooking, or if he is unequal to the task he is assisted by one of his pupils. Sometimes his son helps him, but rarely, for there is a classical authority against having a son taught by a father. Many teachers receive nothing more than their food for their services. Teachers of real ability sometimes command good salaries. The country schoolteacher is usually given a mere pittance, an allowance of grain, a supply of dried herbs or stalks for fuel, and a sum in money frequently not exceeding \$10 a year.

The government desires to encourage learning as much as possible, and to this end there are in many cities what are termed government high schools or colleges, where preceptors of special ability are appointed to explain the classics and to hold frequent examinations.

Even this cursory glance at the educational system of China shows that it tends to benumb the mental faculties, turns the schools into machines and the pupils into parrots. For two thousand years the Chinese people have been learning by heart and committing to memory poetry and metaphysical essays—for they are credited with the greatest intellectual capacity of the race—and yet we are constrained to ask, What use do they make of it? Can China be aroused from its benumbed opium smoke and be regenerated?

TEACHERS of elementary schools and kindergartens, you are next to mothers the chiefest influence in making the twentieth century citizen.

EPOCH-MAKING EDUCATIONAL LITERATURE.

AMALIE HOFER.

A UNIQUE and invaluable contribution to the Paris educational exhibit was made by the state of New York. It consisted of a series of nineteen monograph histories of important phases of education in the United States. The monograph series was edited by Dr. Nicholas Murray Butler, professor of philosophy and education in Columbia University. The entire expense of publication and free distribution of thousands of copies of these high-grade histories was borne by the state of New York. The monographs were not merely statistical records, but were literary products as well, each prepared for the exhibit by the most eminent specialist in the several departments of education. In the case of the majority of the histories, the author is at the same time one of the history-makers of the period or section of work under treatment. These nineteen monographs constitute a synthesis of the educational accomplishments, endeavors, and present practices of the people of the United States. Since the ideals of a people determine the educational system of that people, we may also add that these are records of the successive ideals that have occupied the American mind during the nineteenth century. The authors are in no case limited to recording the achievements of our recent educational past, but offer criticisms, opinions, and in some cases most earnest recommendations for the greater and immediate future. We need but mention four of the subjects, with their authors to show how able was this feature of the American educational exhibit:

A monograph of thirty-six pages, with eight extensive full-page tables of statistics on the "Education of the Negro," was prepared by Booker T. Washington of Tuskegee.

A sixty-three-page monograph on "Elementary Education," by William T. Harris.

"The Education of the Indian," by William N. Hailmann, superintendent of Dayton, Ohio.

Forty-four compact pages on "Kindergarten Education," by Susan E. Blow of Cazenovia.

Naturally the history of kindergarten education, as drawn up

by Susan Blow, attracted our attention at once. The large, clear, open type which told the story was appropriate to the candid and liberal statements of the author. The opening paragraph read as follows:

The history of the kindergarten in America is the record of four sharply defined movements: the pioneer movement, whose point of departure was the city of Boston; the philanthropic movement, whose initial effort was made in the village of Florence, Mass., and whose greatest triumphs have been achieved in San Francisco; the national movement, which emanated from St. Louis, and the great maternal movement which, radiating from Chicago, is now spreading throughout the United States. The first of these movements called public attention to the several most important aspects of the Froebellian idea; the second demonstrated the efficiency of the new education as a redemptive force; the third is making the kindergarten an integral part of the national school system; the fourth is evolving a more enlightened and consecrated motherhood, and thereby strengthening the foundations and elevating the ideals of American family life.

This comprehensive statement is followed by an impersonal narrative of the kindergarten movement, extending from the founding of the original Froebel kindergarten at Blankenberg, in 1840, down thru all phases, private and philanthropic, to the splendid public kindergarten systems in such cities as Boston, Chicago, and St. Louis.

The author pays deserved historic recognition to Dr. William T. Harris, who has always been such an able exponent of the great Froebel "*Idee*," as follows:

Dr. Harris steered the kindergarten cause thru stormy waters to a safe harbor. He proved that the kindergarten could be made an integral part of the public school system. He reduced the annual expense to less than \$5 for each child. He called attention to the fact that the years between four and six were critical ones, and that the needs of the child at this period were not provided for either by the family or the school. He convinced himself that the children who had attended kindergartens conducted by competent directors did better on entering school than those who had received no such training, and the weight of his authoritative statement gave other educators faith in the possibilities of the system. Finally, he proved that with wise training young women of average ability made satisfactory kindergartners. It was impossible to go on repeating that a thing could not be done in face of the fact that it had been done, and with the success of the experiment in St. Louis recognition of the kindergarten as the first stage of all public education became simply a matter of time.

SOME PORTENTOUS DATA.

The following approximately complete statistics are of inspiring importance to all those who have served in propagating this most democratic movement in education:

In the twenty-nine years which have elapsed since the successful experiment in St. Louis the kindergarten has been made part of the public school system in 189 cities. In 1897-98 the total number of public kindergartens was 1,365; the total number of teachers, 2,532; the total number of pupils, 95,867.

The cities which have the most fully developed systems of public kindergartens are Boston, Chicago, St. Louis, Philadelphia, New York, Brooklyn, Indianapolis, Rochester, Des Moines, Grand Rapids, Brookline, Newark, Jamestown, and Los Angeles. Philadelphia, which reports 201 kindergartens, leads in numbers all the cities of the United States. St. Louis follows with 115 kindergartens, New York with 100, Boston with 67, and Chicago with 63. An estimate, based on the sale of kindergarten material, fixes the total number of kindergartens in New York at 600, so that, including private work and association work, this city has presumably a more extensive provision of kindergartens than any other in the United States.

With the coöperation of public school superintendents the author gathered a budget of letters of testimony from elementary school workers, in such cities as have made an adequate and ample test of the free kindergarten. The conclusions drawn from these letters have been stated with wise conservatism by Miss Blow as follows:

To the disciple of Froebel the most interesting paragraphs of the Boston letters are those which answer the question: "What, if anything, have you observed as to the characteristics of kindergarten children as compared with other children?" In condensing these replies I have grouped them under three heads: First, specific gain in knowledge and skill; second, intellectual, and, third, moral characteristics. The specific gains mentioned are clearer ideas of number, form, and color; greater knowledge of and interest in nature; improved singing, better expression in reading, improved articulation, more orderly and careful arrangement of material in busy work, and greater manual skill shown, especially in writing and drawing. The intellectual characteristics of kindergarten children, as compared with others, are said to be greater general activity of mind, quicker comprehension, a more receptive mental attitude, greater logical power, greater concentration, more imagination, greatly increased power of observation and expression, quicker recognition of likenesses, differences, and relations, greater love for the beautiful, and visibly increased originality and creative power. Of their moral characteristics it is said that, as compared with others, kindergarten children are neater, cleaner, more orderly, more industrious, and more persevering. They are also more self-reliant, more painstaking, and more self-helpful. They are less self-conscious and more polite. They obey more quickly and are more gentle toward each other. They have a more developed spirit of helpfulness. They are more eager, alert, enthusiastic, and responsive. They are interested in a wider range of subjects. They have finer sensibilities, manifest love for and confidence in their teachers, and show special interest in everything pertaining to home and family life.

ATTACKS UPON KINDERGARTEN SENTIMENTALISM.

In answering the chief criticisms which are being made by the Philistine and otherwise empowered critics, the author handles the accusation of "sentimentalism" in the following sensible and business-like way:

In view of the attacks so freely and insistently made upon what is called the "sentimentalism" of the kindergarten, it may be well to call attention to the fact that none of the expert witnesses whose testimony I have quoted seemed to have detected its existence. That among kindergartners there are some sentimentalists I have no doubt. That sentimentalism is inherent in the Froebelian ideal or tolerated in the best training schools for kindergartners, I unhesitatingly deny. There is greater danger of its appearance in private

than in public work, because any person calling herself a kindergartner may be accepted as such by ignorant or thoughtless parents. In public kindergartens under competent supervision its persistence is impossible.

The careful consideration given by the author to the dangers which beset the kindergarten profession at its present status deserves more space than is allotted to us in this number. We will, however, bring the arguments to our readers in the next issue of the *KINDERGARTEN MAGAZINE*. The monograph, which is No. 2 of the epoch-making series, closes with this synthetic claim:

The little child was pioneer of the process which created human institutions. We must make him the pioneer of their perfection.

The following is the complete list of the monographs referred to above:

1. Educational Organization and Administration—Andrew Sloan Draper, President of the University of Illinois, Champaign, Ill.
2. Kindergarten Education—Susan E. Blow, Cazenovia, N. Y.
3. Elementary Education—William T. Harris, United States Commissioner of Education, Washington, D. C.
4. Secondary Education—Elmer Ellsworth Brown, Professor of Education in the University of California, Berkeley, Cal.
5. The American College—Andrew Fleming West, Professor of Latin in Princeton University, Princeton, N. J.
6. The American University—Edward Delavan Perry, Jay Professor of Greek in Columbia University, New York.
7. Education of Women—M. Carey Thomas, President of Bryn Mawr College, Bryn Mawr, Penn.
8. Training of Teachers—B. A. Hinsdale, Professor of the Science and Art of Teaching in the University of Michigan, Ann Arbor, Mich.
9. School Architecture and Hygiene—Gilbert B. Morrison, Principal of the Manual Training High School, Kansas City, Mo.
10. Professional Education—James Russell Parsons, Director of the College and High School Departments, University of the State of New York, Albany, N. Y.
11. Scientific, Technical, and Engineering Education—T. C. Mendenhall, President of the Technological Institute, Worcester, Mass.
12. Agricultural Education—Charles W. Dabney, President of the University of Tennessee, Knoxville, Tenn.
13. Commercial Education—Edmund J. James, Professor of Public Administration in the University of Chicago, Chicago, Ill.
14. Art and Industrial Education—Isaac Edwards Clarke, Bureau of Education, Washington, D. C.
15. Education of Defectives, Edward Ellis Allen, Principal of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Penn.
16. Summer Schools and University Extension—Herbert B. Adams, Professor of American and Institutional History in the Johns Hopkins University, Baltimore, Md.
17. Scientific Societies and Associations—James McKeen Cattell, Professor of Psychology in Columbia University, New York.
18. Education of the Negro—Booker T. Washington, Principal of the Tuskegee Institute, Tuskegee, Ala.
19. Education of the Indian—William N. Hailmann, Superintendent of Schools, Dayton, Ohio.

The Meeting of the Ways

Home, Primary, and Kindergarten

In this department will be given articles bearing upon the concrete questions constantly arising in everyday practice work. It will also form a "point of contact" between home, kindergarten, and the upper grades. The editor will be pleased to receive and consider any questions or suggestions relating to the problems that daily confront the thinking parent and teacher.

ALL thoughtful workers in the Sunday-school are agreed that the Sunday-school of today, for some reason or reasons, falls short of its mission. The doctors differ in their diagnosis of the case, tho on one point there seems to be general unanimity. The importance of having picked, if not trained, teachers, is recognized by all.

The papers submitted here point out certain tangible weaknesses in modern principles and methods.

The criticisms brought forward and the remedies suggested will be found naturally to accord with the writer's point of view based on practical past experience. Parents and teachers will alike be interested and vivified by a consideration of the problem as presented in the papers given.

The article given below is written by W. T. Sheldon. He is lecturer of the Ethical Society of St. Louis, and what he says is based upon a ten-years' experiment along original lines. His recent book, "An Ethical Sunday-school," is an inspiration, and running in *Unity* now is a series of lessons, a scheme for class study, and readings from the Bible from the standpoint of the Higher Criticism, which will be very helpful. Mr. Sheldon says, in writing upon

"WHAT OUGHT TO BE DONE TO IMPROVE THE EDUCATIONAL WORK IN SUNDAY-SCHOOL,"

"First and supremely, I should abolish the custom of having a uniform set of lessons for young people of all ages, and in place of it should introduce a *graded system*. There may be something attractive in the idea of having one set of lessons for hundreds of thousands of churches all over the world, and young people of all ages studying these same lessons at the same time;

but any practical scheme having to do with the instruction of the young in other departments of education, which should follow out a system of this kind, would not be tolerated for an instant. Fathers and mothers would raise an outcry of indignation at the waste of time involved in such a scheme. The most ordinary common sense would revolt against it. Such a method is entirely behind the times, and is responsible for a great deal of the poor results coming from our Sunday-schools.

"It is to be assumed in the average Sunday-school that the Bible will be the chief basis of instruction for all ages. But is it to be supposed that any of the great thinkers or prophets or teachers, whose utterances we have in the sacred scriptures, would have talked to children ten years old in the language that they would use in addressing adults? The effect of many of the most sublime passages in the Bible is marred forever by introducing those passages to the mind when it is too young to have any clear appreciation of them. Can a child of ten grasp the import of the noble utterances from Isaiah or the abstractions of St Paul? The chances are that, if an effort is made in that direction, a perverted conception of the ideas there is given at the start, and when once lodged in the mind will never be completely obliterated.

"If the schools in other departments of education were to use the Bible as a means of instruction, they would, of course, do with it as with other literature. They would give the younger children the stories from these scriptures, introducing for the young people under twelve years of age the simpler narratives from the earlier historical books of the Bible, or some of the beautiful picture scenes from the life of Jesus. As the children grew older the passages which had more thought in them would gradually be worked into the course of instruction. And only as they approached maturity would the loftier or more profound teachings in the grand ideals of Jesus, or the ethical monotheism of the Hebrew prophets, be brought home to their minds.

"In this way the Bible would mean something as a whole; the emphasis of the Book of Jonah, for instance, would not be about the man having been swallowed and remaining alive inside of the 'great fish,' but on the sublime lesson in the few words at the close of that short prophecy. The grand import of the life and death of Jesus would not center around the story of 'turning water into wine,' but around the Sermon on the Mount in Matthew, and the beautiful Promises of Peace in the Gospel of John. The Bible, as the grandest book of religious thought in the world's literature, should be taught in a way to make it the most effective. But by the system of uniformity in the set of lessons for young people of all ages, the grand work of thought there is sacrificed, and in the minds of millions of people on this account is never grasped at all.

"The second most radical change in the average Sunday-school should be in changing the system which makes it a layman's institution, conducted by laymen, and with a layman superintendent. It is assumed that we must have educated men to teach the Bible from the pulpit. But according to the ordinary theories, it would seem to be felt as if anybody was good enough to teach the Bible to the young, whether he has had any special training in the subject or not. The only hope for the Sunday-school will be for the clergymen to assume charge of it, as they have charge of the work for adults. One might almost say that it were better to let the layman go into the pulpit and do the preaching to the grown people, and have the trained, educated men give the first start on the subject to the younger minds.

"It may be impossible for the minister or clergyman to conduct all the services of the Sunday-school if he has his sermon to preach the same morning; but he can inspire the school and manage it just the same, selecting the teachers, arranging the classes, organizing the scheme of instruction, grading the work according to the ages of the members of the school, and being the head of it thru and thru, even while he may leave a layman to preside at the general exercises or to look after the details of practical management. But as a layman's institution the Sunday-school is bound to be a failure, and I believe this is the clue to the decline of influence in the average Sunday-school.

"In the third place, it is vitally essential that the Sunday-school shall be treated much more seriously by fathers and mothers if it is to amount to anything in the future. The method pursued commonly of bringing children to the school by all sorts of gifts or prizes, holding them there by entertaining them, and competing for the banner record in point of numbers, has degraded the Sunday-school in the eyes of thoughtful people until many parents care nothing for it. It not seldom happens that a Sunday-school may be made up of pupils from one set of families and the church members from another. This surely is an anomaly and points to a flaw somewhere. It were better to have smaller schools, with fewer classes, and do some really honest, serious, effective work, than to point to great numbers, large assemblies, and small results. The methods of Sunday-schools for the last twenty-five years must somehow be held responsible for the fact that, with the millions on millions of children attending those schools, the knowledge of the Bible on the part of the young people at the present time passing into maturity would seem to be less than it has been in former days. We are forced to believe it as a positive fact that knowledge of the Bible has become less in this century with the expansion of the Sunday-school.

"Abolish the sentimental scheme of uniformity in the series of lessons; surrender the banner-showing-in-point-of-numbers

method; treat the Sunday-school with the same dignified earnestness with which the pulpit is treated; deal with the Bible as a magnificent volume of literature and from the standpoint of advanced scholarship—and I prophesy that the Sunday-school will become a new power in the educational institutions of the world.

"And, lastly, and perhaps most important of all, there should be a separate series of lessons running throughout the whole school, from the infant class to adults, dealing with the practical side or with the *ethical* element. I do not for a moment mean to imply that this element is not contained in the Bible. But most persons would admit that the theology side is predominant there. If children are to be expected to obey the laws of the state there should be lessons on "Citizenship and the Duties of a Citizen." If we are to build up a higher home and family life, there should be a series of lessons on "The Duties of Life in the Home." In spite of the enormous expansion of the Sunday-school in the last hundred years the respect for law has declined, and it would seem as if the respect for home life had fallen off likewise. Applied ethics should form an essential feature of every Sunday-school in the land. A system of instruction in this department must be worked out according to the needs of the present time and adapted to conditions of our own day.

"The Bible contains the eternal truths in the abstract. The law of justice is there; ethical monotheism is there. But the application of the ethical element to existing conditions is another matter. The problems of life confronting a young person at the present time are widely different in many ways from those confronting people two thousand years ago. Justice as an abstraction is one thing; but how to be just in all the minor details of one's daily life is not solved for us by erecting in the skies a banner with the words written on it: Justice, Christ, or God. The practical side must receive its share in a separate series of ethical lessons if religion is to have a vital influence on the future of the human race.

VALUE OF CHILD STUDY TO THE PRIMARY SUNDAY-SCHOOL TEACHER.*

Text—"Love the child and he will reveal himself to you."

This past winter in a study class the question was asked, What is the average mother's ideal for her child? This question has come to my mind very often since, and is certainly applicable to the Sunday-school teacher. What is your aim or ideal for the children in your care? Do you teach because there is no one else to do the work? because you think it your duty to be connected with the Sunday-school? because some one whom you like has asked you to help, or because you really love the work? If the latter, then you *may* do some good. The story is told of

*Miss Beulah Bennett has been actively engaged in Sunday-school work for many years. The above paper was read by her before the Iowa State Sunday-school Convention.

two men who were given the trees in a forest to chop down in a certain length of time. One with dull ax laboriously worked from hour to hour; the other spent two or three hours the first morning grinding and sharpening his ax, and then commenced his work. Which man accomplished the most and did the best work?

The more I study this Sunday-school question the greater do I find the lack of preparation among teachers. No one questions the day-school teacher's right to years of preparation, to the apprenticeship of the clerk, the blacksmith, the student of law or medicine; but it does not dawn upon the average Sunday-school worker that any more preparation is needed for his work than a slight knowledge of the day's lesson, and, alas! how often does the teacher go to the class without even having looked at the lesson, and without a thought of the children and their individual needs. Now what preparation is necessary? You will say, and rightly, a thoro knowledge of the Bible; but is this enough? And then some one will add, a knowledge of the geography of the Bible, the customs of the Jewish people, and, possibly, contemporary history. All good, all necessary, but is it enough? Is the amassing of facts, dates, and heterogeneous items all that is needed? Can you meet all ages, all classes, all dispositions with the same knowledge and in the same way? Do you expect to reach them all by the same methods? Does the gardener plant all his seeds in the same soil? or all plants in the strong sunlight? Does the physician minister to all diseases with the same medicine?

Let me emphasize the thought that no two children can be reached in exactly the same way, and yet in each child are certain race characteristics which each teacher should know, and knowing should follow. What is child study? The study is a comparatively new one, beginning scientifically about ten years ago, and is yet in its infancy. It is, briefly, the careful and thoughtful observation of each individual child in order to understand why and how he develops; the relation of his acts and sayings to his environment, and his expression of the impressions made upon him. The development of each individual is necessarily threefold, as each man is a trinity of body, mind, and soul, and the over-development of one of these parts will cause a dwarfing of the others. What is Sandow but a highly developed muscle? What was Lord Byron? An over-developed emotion. What of the monks and hermits? If you desire then to be truly helpful to the child you must know something of the great physiological and psychological laws governing mankind; and these need not be gotten from books, but by the careful, and I say again, thoughtful observation which each teacher can give.

In order to comprehend your children love them, sympathize with them, put yourself in the place of each one, remembering

the short time they have had to learn the reasons for the life around them; answer their questions intelligently, study traits common to all children, and you will find that each child passes thru the same order of experiences. First in babyhood comes the purely active age; hands and feet are moving all the time; baby crawls and reaches for all he sees; he runs away from home at this time and passes thru the migratory period as did his ancestors in the far-away ages. Then comes the age of imitation and imagination when he lives in a world all his own, when everything around him possesses life, when all material things seem full of life as well as all animals. This imaginative period is the time when the child should hear the myth and fairy tales so dear to the normal child, and what a lack is their's who never hear them! Charles Dickens said: "If the imagination is strangled in its cradle its ghost, in the form of groveling sensualities, will reappear to curse instead of bless adulthood." And James L. Hughes of Toronto adds: "Only the most advanced educators yet see as clearly as Dickens did two generations ago, that the imagination is the basis of intellectual activity." And Denton J. Snider of Chicago says upon this subject of myths for the imaginative period: "The myth has always been the great educator of the race. The mighty prophets and seers of the past ages have ever made use of it as a means by which to express God's messages to mankind."

From this imaginative, or symbolic age, as Miss Blow calls it, the child passes to the creative or reasoning period, when he seeks for cause thru effect; this is when he asks questions constantly and incessantly, and here you can meet him by intelligent answers, illustrations, and careful explanations. Then study the child in relation to his environment, his home, his companions; meet him on his own plane—by meeting him on his own plane I mean give him as illustrations the things he knows the most about. A story old, but always good, is of a young lady who visited one of the large city mission Sunday-schools. The superintendent asked her to take a class of rough, dirty, little bootblacks. She consented, fearing her inability to interest them. Her first words after those of greeting were: "I know more about that box than you do," pointing to the box holding the bootblack's business equipment. To which the boy, surprised, replied: "Betyer don't." She asked where he got his box? "At the store." But where did the store-keeper get it? And then for many minutes that box and its contents were traced until the teacher led to the little seed planted in the ground, cherished and nourished by an all-wise Father. And those boys, starting from the known fact, were led to recognize a Father of Love. If you have never tried this tracing an object back to its original source you do not realize what a benefit it is to you as well as the children. In studying your children analyze the traits of character of each child, carefully distin-

guishing between the sensitive and selfish child. Study the habits and inclinations, and encourage, *encourage*, and never say a discouraging word to a child; and by encouragement I do not mean praise. Study motives rather than deeds. It has been my privilege to visit many Sunday-schools in different parts of the United States, and to observe the different methods used, some so radically opposed to the understanding and nature of the children that it seemed to me the impressions left by the teacher would mar the lives of the children forever. In a school in the South, a woman, and more is the pity, a mother, taught a group of three-year-olds the story of the crucifixion in this way: "Johnny, when did Jesus die?" "Tommy, how did he die?" "Now do not forget it." "Nellie, what hour did he die?" "Now never forget that." All questions asked in a dry, unsympathetic manner. No love, no enthusiasm of voice or gesture of pity. The beautiful truth of Christ's great sacrifice was lost forever to those imaginative little souls by the giving of dry, literal facts, instead of the spiritual truth being wrought for them in a simple, natural way. In another Sunday-school the little children were taught long verses and whole chapters of the Bible without one word of explanation or illustration—dry bones again.

Another mistake often made is the thoughtless way older people have of answering questions. A four-year-old neighbor came home and informed his aunt that he was not good enough to die; he went to Sunday-school to learn how to die. What most of us need is not to know how to die, but what is far harder, how to live. In contrast to the Sunday-schools where poor methods abound, is a large mission in one of our cities where each grade has a separate room, with a trained paid teacher; in the first room is the kindergarten, and the lesson when I was there had been for four weeks the verse, "By their fruits ye shall know them." The thought had been carefully worked up from the material seeds and fruits to spiritual truth. Oh my friends, let us work and pray for trained teachers. I know how hard it is to raise money for the running expenses of our churches, and how hard it is to convince people that men and women need to be trained for the greatest blessing God gives them—their children; but we cannot hope for the full development of their powers until we give the children the training possible from the insight into their needs. As so few can have trained teachers, let us insist upon those who do teach, reading and studying as well as they can by themselves the books prepared by educators who have given their lives to this work.

First, let every teacher, mother, and father read "A Study of Child Nature," by Elizabeth Harrison; "Children's Rights," by Kate Douglas Wiggin; "The Song of Life," by Margaret Morley; and every Sunday-school teacher, especially in primary work, should own "The Kindergarten Sunday-school," by Frederica

Beard, a woman who has given years of study to this work, and it costs only 80 cents; also a little work called "Picture Work," by Walter L. Hervey, price 30 cents. These two books will prove very valuable to all teachers. The latter is upon the subject of stories and besides naming those which are adapted to your work, explains how one should tell them. Before closing this part of our subject, let me briefly speak of the stories which a teacher knowing child-nature will use. She will not have all the characters very good or very bad; she will use the birds, flowers, and natural objects for her illustrations. Animal life appeals to children. She will never throw the moral at the children, neither will she point it out to them. Christ did *not* interpret all his parables. If the children are very young she will begin with "Once upon a time," for children like continuity stories, and "The House that Jack Built" is not a bad model, so far as structure goes. She will not emphasize unimportant details, and she will always repeat the story in the same way that she told it the first time, and remember, if the children fidget and wriggle it is because you are at fault in failing to interest them. In closing, let me quote once more from an educator of note, Frederick Froebel. He says, in substance, upon this subject of child development, or as he expresses it, child-nurture:

Nurture on the part of the nurturer includes tact, tenderness, justice, care, sympathy, good judgment, in a word, unselfishness and insight. He does not say instinct, which most people claim is a possession common to all mothers, but insight, which includes instinct, but an instinct strengthened by knowledge. Then he says: "If to endow the child with the true spiritual idea of nurture be the supreme gift, the highest, noblest ideal in life, should not each one strive to attain to its possibility, setting the standard high and daily climbing higher ourselves, using the inevitable mistakes and failures only as stepping-stones to higher things."

BEULAH BENNETT.

Last year Miss Jessie R. Haines gave an address on "Kindergarten Principles in Sunday-school Work." We quote:

"Christ's injunction to 'Feed my lambs' has been too long unheeded not only in the school and church, but, alas! too often in the home the child is robbed of his rights, and we constantly hear of what he may be. The little boy may become president, or I think the little girl will be a pretty woman. Nothing is said of what he is now. No effort is made to make his childhood an ideal one. I am glad that so many primary Sunday-school unions are being organized where the primary teachers of all the churches meet and study not only the Sunday-school lesson, but the child. In studying him psychologically we find at certain stages certain phases of thought and feeling have a decided predominance. From three to seven the child possesses the acquisitive power to

a far greater degree than at any other period of his life. At this time the child is gathering his materials from which his proudest conceptions, his intensest thoughts and feelings are derived in after-life. Thus the first seven years of a child's life are the most important for educational purposes. In studying him from a physiological standpoint we find his body is full of nerve cells that are generating nervous energy that must be expended; that it is impossible for a child to remain quiet a long time without doing violence to his whole being.

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"It has been a debatable question whether all the International Sunday-school lessons can be taught children even if they have a competent and thoroly trained teacher. This, however, was finally decided three years ago, when the Sunday-school committee decided that there should be optional primary lessons for the younger children. The lessons taken from the perfect, ideal life of Christ can be beautifully adapted to the child, and the records as given in the Old Testament of how God so wonderfully cared for his children. A few years ago I heard a teacher trying to teach a class of little people of Solomon's sin. It was terrible to think of trying to make those little innocent ones get a lesson from Solomon's sin, when there were so many lovely things in his life she might have taught them. Here we are brought to another kindergarten principle—that teaching should be *positive* rather than *negative*. Children love the right better than the wrong. A child loves to construct rather than to destroy. Here again is the secret of class management—power to transfer interest from wrong to right. This is the greatest power a parent or teacher can possess—coöperating with the child in his own moral culture. Never attribute a wrong motive to a child; perhaps he has committed the act thru ignorance. Positivity is one of the central elements of character. Know the will of God by doing it.

"Kindergarten training is the foundation work."

Miss Finie Murfree Burton, an experienced Sunday-school teacher of Louisville, Tenn., in an address before a gathering of Sunday-school workers has said:

"In years past experience was not deemed a necessary thing for the primary Sunday-school teacher; anyone could teach little children; but in these days the best Normal training is not considered too thoro for the one who is to have charge of the youngest children in the school. Many large churches in the north and east pay their trained primary teachers large salaries; the primary teacher is deemed second in importance to no other worker in the school. She is by many considered equal to the pastor in the scope of her work—the influence of her teaching.

"Child study in the Sunday-school has probably done more

than any one thing to define the old and the new in primary plans and methods. The student of the child must be a close observer.

"The artist,' some one has said, 'has to train his eye to look for beauty where apparently none appears. He must have an eye for color, for form, for expression, for whatever line he purposes to follow; and he will never rise to any eminence if he is satisfied with a hasty, careless, superficial glance.

"Turner was one day painting a landscape with a richness of color that was his specialty, when an English girl who was painting near him left her easel and came to look over his shoulder. 'Why, Mr. Turner,' she said, 'I don't see any of these colors in the grass or the trees.' 'No,' said Turner, 'don't you wish you could?'

"There are some persons, even teachers, who listen to one who has devoted much attention to careful study of the child with something of the same surprise which the girl expressed over Turner's work, the fuller knowledge of the child-nature being a revelation, and to them the one who studies children would answer: 'Don't you wish to try?'

"You cannot give to a little child everything in the Bible, or in many other books; but you can find in the Bible, as in no other book, food for all stages of spiritual development.

"When the needs of the child are more fully considered, when he reaps the benefits of our more intelligent, more consecrated effort, we shall hardly hear the response the infant gave when asked if he enjoyed coming to school: 'I like coming and I like going, but I don't like staying between times.'

"Our knowledge of child-nature should lead us to use the child's self-activity to promote his spiritual growth. Self-activity has in it three elements—the physical, the mental, and the moral.

"Our training should be practical, so that the child shall express in his life the lesson learned in the class.

"Let him gain from the lesson not only knowledge of far-away times, events, and personages, but practical truth which he can apply that very Sunday in his home. Let his life be more generous, more helpful, more unselfish, because the lesson was on the story of the Good Samaritan.

"Thru activity we shall promote and cherish the joyfulness of the child, his poetic conceptions, his innate reverence and love for all the wonderful, beautiful sights about him, and reverence for the one God, maker of heaven and earth. Let us remember that little children get the effect first, then the cause, 'knowing all things by their blossoms, not their roots,' as the poet expresses it.

"If when you have helped another you have strengthened your own character; if he who gives is twice blest; then the benefits to the teacher from child study in the Sunday-school will be manifold.

"The teacher's powers of observation, discernment, and sympathy are developed and quickened. Altho you may be neither preacher nor teacher by profession, altho no children may be under your immediate care, you will be a better man or a better woman for studying little children. You will be 'keener minded and kinder hearted.'

"We sometimes forget that God's work is to be studied as well as his word. The Book of Revelation and the book of Inspiration were given by the same hand. The little child is one of the most wonderful, if not the most wonderful, work of God; then shall any Sunday-school teacher be so occupied with the 'weightier matters' of the law that she neglects the child?

"Whenever you have aroused in the child a feeling of wholesome sympathy, kindness, or pity toward one less fortunate than himself, and have not suggested ways in which he may express the aroused feeling, you have done him a moral injury.

"We should work to the end that each child may find his place in his own little circle and do his part. Many grown persons as well as children have been allowed to go thru life thinking that their neglect of duty makes little difference; that if they leave a task undone it will be performed by some one else.

"Lead the child to see that his work is for him, and, if possible, plan that if he leaves it undone no one else will finish it for him. This rule is followed in the kindergarten, and if the child does not do his work in drawing or painting, he does not have the picture he would have enjoyed; if he willfully destroys his work it is not replaced. If rightly given, children enjoy responsibility; and if the work is adapted to them and well planned do not weary of exercising their own power, physical or mental.

"One day in a free kindergarten an old man from the country watched with interest the children at work. One little fellow sat in a corner crying. It was explained to the visitor that the little alien had interfered with his neighbor's scissors and papers, and had been asked to sit away from the table until he could take care of his hands. The old man looked at the young teacher with respect. 'Well,' he said, 'this beats me; I'm seventy years old and I've often seen people cry because they had to work, but this is the first time I ever saw anyone cry because he had to stop working.' The child realized that if he did not complete his picture no one would do it for him. His realization of responsibility and the consequence of his act was almost oppressive at this uncture."

At a meeting of the Union of Liberal Sunday-schools, Supt W. W. Speer contended that as the artist must know the material with which he works, and the methods of working that material, so must the teacher know his subject—the child. He said that the child who went to the Sunday-school was the same one that

attended the day school. The laws that shaped his development were the same in each case and must be followed. The mode of mental action is the same on Sunday as on Monday.

Body, mind, and spirit are one and inseparable. What nature joined together man cannot sunder.

The value of bodily training as a means toward character building was touched upon, and the great improvement in the men of the Elmira Reformatory, thru diet, bathing, exercise, etc., was cited as an example of how physical training can help toward changing even confirmed criminals.

Action and reaction is the law of life, and hence the child must be led to put in practice what is learned in Sunday-school. He should be trained to speak truth and practice kindness. Active organizations, like the Band of Mercy, are aids to this end. Ideas are often presented irrespective of the child's power to receive and transform. Do not press beyond the child's interest (power to assimilate). Knowing pages of the *humanities* does not necessarily humanize. To *talk* about freedom is not necessarily to be *free*. The young cannot be led to admire by being told to do so. It is not by formulas but thru *feeling* they are led to *do*. Do not give ideas that are beyond them. What he can *express* is the measure of what the child has *assimilated*. As we do not feel the heavy pressure of the air which surrounds us, because it is constant, so the continual pressure of intellectual ideas tends to deaden growth of feeling. There is no objection to talking about beautiful things, nor surrounding the child with an atmosphere of culture; but do not demand that the child give back to you that which he does not understand. We can all recall examples of the confusion which results, as shown in the garbled versions of familiar hymns.

The attempt to win children to the Sunday-school by means of cards, prizes, banners, Superintendent Speer regards as showing very little faith in the real drawing power of Truth. The work should tend to spiritual plasticity. The Sunday-school should give the social conditions fitted to energize and give right feeling. There is a law in our members. It is the business of the Sunday-school to aid that nature.

Superintendent Speer believes that the analytical method is too much used in Sunday-school as elsewhere, especially with little children. "Present the whole intact, that is what gives mental

energy. Analysis is destructive." It should be used only as the discriminating powers develop.

In the discussion that followed Superintendent Speer's paper some of the speakers feared there was danger in the relaxing of disciplinary methods.

Dr. R. A. White believed that modern educational methods must conform to the new knowledge of childhood. In times past the adults did not know children and never adjusted anything to them. Dr. White deprecated the *need* of Sunday-school, believing that under ideal conditions, if parents lived rightly with their children the Sunday-school as such would be unnecessary.

The discussion upon needed improvements in Sunday-school work will be continued in the February number of the KINDERGARTEN MAGAZINE. Among the papers contributed will be one by Miss Mari Hofer on "Some Ideals for Sunday-school Music."

PROGRAM SUGGESTIONS FOR WINTER MONTHS.

The winter season, when nature is sleeping and man most active, suggests itself as a good time for taking up the trades and occupations which illustrate man's power over crude material, and also the great principle of interdependence.

The KINDERGARTEN MAGAZINE for September, '98, gives excellent ideas for a study of The Target. This mother-play suggests several important life principles. Altho the target is by no means as well known in America as in Germany, most children have seen one, and all *kinder* love aiming games. Fair play in trade, and an idea that both time and material enter into the value of an article, are taught in the play.

In taking up The Blacksmith remember that he makes other things besides horseshoes. The cobbler, baker, wheelwright, and carpenter are all links in the chain that binds humanity together; do not attempt, however, to diffuse thought and time over too many subjects.

In wintry weather warmth and light are duly appreciated. Children are fascinated by fire. They are often tempted to play with it. A judicious teacher could make heat and light valuable points of departure. If you decide upon the first, develop the thought of the value of fire as a servant; its danger as a master.

After an introductory talk about winter snow and cold, the different methods of heating will naturally follow. The different kinds of fuel—wood, coal, oil, gas—will be known to most children. Each can be traced at least a few steps back toward its origin in nature, tho with most city children coal can be traced no further than the coal-yard; the miner is too remote for the imagination of children far from the coal fields.

Stories.—"Phaeton" (Francillon); "The Fly and the Moth" (lesson on playing with fire, Æsop); "Blow Hot and Blow Cold" (Æsop); "Sun and Wind" (Æsop); "The Snowman" (Andersen); "The Snow Queen" (Andersen). Stories of firemen, of prairie on fire, of James Watt; stories of blacksmith, baker, famous potters, etc. "Grandma Kaoline" (Wiltse in "Stories and Morning Talks"); talk about chickens under warm feathers of mother hen; story of Siegfried and Brunhilde.

Plays.—Rub hands together, clap hands, and notice heat. Notice how running makes one warm on a cold day. Dramatize occupations requiring heat, as blacksmith. Dramatize fireman. Play snowball game.

Songs.—Blacksmith, baker, etc., found in song books. Fireman song in "Wee, Wee Songs for Little Singers."

Occupations.—Make vases, dishes, etc., of clay; bake: Children will be interested in observing effect of heat. Show effect of heat in cooking cereals or dough, and in melting ice and snow, in evaporating water, in melting lead, and popping corn. The talk about the grate, furnace, and stove will lead to occupation. Make stove of stiff paper, with rolled paper chimney; pans can also be made with parquetry cookies, thus connecting with the baker. Connection too can be made with the blacksmith who needs intense heat to soften iron. Make play horseshoe of lead melted and run in mold of sand. Make candles also, melting wax or tallow and molding. Make ladder of wood, but lead children to see why it would be serviceable to fireman for short time only.

If careful to make the thought of *heat* rather than *fire* predominant, there will be little likelihood of tempting the child to play with the beautiful mystery.

THE Sunday-school must, first of all, understand fully the organization, aims, and methods of the public schools, for it is their ally. It must take into consideration the progress of the instruction there given in secular subjects, and must correlate its own religious instruction with this. It must study the facts of child life and development, and it must base its methods upon the actual needs and capacities of childhood. It must organize its work economically and scientifically, and it *must* demand of its teachers special and continuous preparation for their work. It must realize that it is first and above all an educational institution, and not a proselytizing one, and that the inherent force of the truth which it teaches is far greater than any attempted bending of that truth to special ends.—*Nicholas Murray Butler.*

GLIMPSES INTO KINDERGARTEN ROOMS.

THE "Philosophy of Play" was the title of a recent lecture delivered by Dr. George A. Coe before the public schoolteachers of Cook County, Ill. According to Dr. Coe, under ideal social conditions the attitude of every adult to his life's work will be characterized by the joyous spontaneity and freedom seen in the playing child.

If this be true of the average worker, how evident it is that she who lives with little children should possess this quality to the point of radiation.

A very happy lesson with the third gift was observed recently, but in this same kindergarten the quiet of the morning circle seemed too prolonged. The prevailing atmosphere was too sedate. This may have been due in part to the absence of all very young children, and possibly the public school feeling tended to quench a certain liveliness one associates with normal childhood. Can we not have freedom and activity without danger of converting energy into nervousness? Of the two extremes doubtless the calmer atmosphere is better for the characteristic mercurial American.

What a pleasing feature of a schoolroom is the green blackboard, both in itself and as a background for the usual kindergarten decorations!

Quite different was the kindergarten next visited. It had special problems of its own, in that a large percentage of the children are colored. More than most little people they need training in definiteness, order, and concentration as steps toward acquiring self-control.

It happened that the day of my visit a Polish Jewess, of perhaps fourteen years, brought a younger brother and sister to be registered. These two spoke no word of English, and the youngest was accordingly sent to the kindergarten room. Her big sister sat by her side on the circle and fell at once into the spirit of the place. She tried as best she could to follow the finger plays and to help the little one to do the same. When the children, one at a time, crossed the circle to say "Good morning" to a playmate, she did not hesitate as her turn came to express

her own good-will. The absence of all unhappy self-consciousness, her alertness and ready coöperation, were delightful to see. Given the necessary training and proper advantages here it seemed, in mind and spirit, were the dormant possibilities of a true kindergartner.

Some sweet and spirited singing was heard in a primary grade in this school, and in another room a teacher explained her method of grouping all lessons around some fairy-tale as a center of correlation.

Another morning was given to the Washington School of Chicago. Its methods are dominated by the pedagogical convictions of District Superintendent Speer, which are tersely summed up thus: "An idea cannot be fully grasped by the youthful mind unless it is presented in a concrete form. Whenever possible an abstract idea must be embodied in some visible representation."

These principles are exercised in an interesting way. As exemplified in teaching number relations the results are really noteworthy as superficially observed. The work is based on visualization. Around a table covered with various geometrical forms gathers a group of young children. The teacher asks to be shown blocks having a certain ratio, and after rapid thinking the children pick out those desired. One child may compare a cube with an oblong, or a plinth with a fraction of another form, the ratios being found with speed and accuracy, tho often quite complex.

If a mistake be made the teacher, by a comparison of simpler ratios, leads the child to see those which are more difficult. The lessons were varied in many ways, and some interesting blackboard work was done. The "four ground rules" are all practiced in this work. Accurate observation, comparison, memory, are all exercised. The same system is used thruout the grades. Certainly *fractions* as such will have no terror for these children. Whether the method is made sufficiently vital by being related to the real life of the child the visitor cannot well say till further study is made.

The most striking feature of the kindergarten room here was the simple gymnastic apparatus for use during the free play period. In a corner of the room were three vertical rods of iron between five and six feet in height, connected by horizontal ones, forming an open triangular prism. When the free play period

was announced, at once there was a good-natured rush for these poles, the children climbing up the vertical and sprawling over the horizontal ones. Several took out a small swing, which they succeeded in hooking over a horizontal rod, and the swinging that followed was strenuously performed. Other children assisted by a teacher carried out a long board and placed it so as to make a fine incline, and a small procession of children "walked the plank" over and over again, jumping to the floor from the higher end. Quieter groups were busy in various corners with dolls, engines, etc. That gymnastic arrangement once seen, the observer instinctively cries speed the day when every kindergarten will have its see-saw, its inclined plane, and its "rod," the disciplinary rod of the new era; one exercised upon *by* the child, not *upon* the child; one which affords all the fundamental muscles full and happy exercise, and which develops as well the fundamental virtues of courage, fair play, and good cheer. These turning poles seem to be particularly adapted to that period in the child's life when his plays are individualistic, or just dawning into the competitive stage.

In some of the primary rooms are found the climbing poles, and while one division of a class was reciting another part was sent, four at a time, to the corner where stood the apparatus. The children left their seats quickly, quietly. Each climbed swiftly to the top of a pole and slid down again, regaining his seat as quietly as he had left it. Every muscle of the body was called into play by this active exercise, and it seems impossible to conceive of any simpler arrangement for completely changing the current of thought and affording rest and refreshment to the childish body and spirit in a short space of time. No discrimination was made between boys and girls.

"BREAD and meat are good to eat;
Potatoes are not bad;
But bread and milk's the food for me—
'Tis good for any lad.

"The old red cow, she gives the milk;
And mother gives the bread;
I put the bread into the milk
And put them in my head."

—*Selected.*

THE OLDEST DRAGON FLY NYMPH.*

By Clara D. Pierson, author of "Among the Forest People"; "Among the Barnyard People," etc.

WHEN the oldest Dragon Fly Nymph felt that the wings under her skin were large enough, she said good-bye to her water friends and crawled slowly up the stem of a tall cattail. All the other Dragon Fly Nymphs crawled around her and wished that their wings were more nearly ready, and the Larvæ talked about the time when they should become Nymphs. The Oldest Nymph, the one who was going away, told them that if they would be good little Larvæ, and eat a great deal of plain food, and take care not to break any of their legs, or to hurt either of their short, stiff little feelers, they would some day be fine, great Nymphs like her. Then she crawled slowly up the cattail stem, and when she drew the tenth and last joint of her body out of the water her friends turned to each other and said, "She is really gone!" They felt so badly about it that they had to eat something at once to keep from crying.

The Oldest Nymph now stopped breathing water and began to breathe air. She waited to look at the pond before she went any farther. She had never seen it from above, and it looked very queer to her. It was beautiful and shining, and because the sky above it was cloudless, the water was a most wonderful blue. There was no wind stirring, so there were no tiny waves to sparkle and send dancing bits of light here and there. It was one of the very hot and still summer days, which Dragon Flies like best.

A sad look came into the Nymph's great eyes as she stood there. "The pond is beautiful," she said, "but when one looks at it from above it does not seem at all homelike." She shook her three-cornered head sadly, and rubbed her eyes with her forelegs. She thought she should miss the happy times in the mud with the other children.

A Virgin Dragon Fly lighted on the cattail next to hers. She knew it was a Virgin Dragon Fly because he had black wings folded over his back, and there were shimmering green and blue lights all over his body and wings. He was very slender and smaller than she.

"Good morning," said he, "are you just up?"

"Yes," said she, looking bashfully down at her forefeet. She did not know how to behave in the air, it was so different from the water.

*Copyright, Clara D. Pierson, 1900. See story in KINDERGARTEN MAGAZINE for November, 1900.

"Couldn't have a finer day," said he. "Very glad you've come! Excuse me; there is a friend to whom I must speak." Then he flew away with another Virgin Dragon Fly.

"Hurry up and get your skin changed," said a voice above her, and there was a fine, great fellow floating in the air over her head. "I'll tell you a secret when you do."

Dragon Flies care a great deal for secrets, so she quickly hooked her twelve sharp claws into the cattail stem, and unfastened her old skin down the back, and wriggled and twisted and pulled, until she had all her six legs and the upper part of her body out. This made her very tired, and she had to rest for a while. The old skin would only open down for a little way by her shoulders, and it was hard to get out thru such a small place. Next she folded her legs close to her body and bent over backward, and swayed this way and that, until she had drawn her long, slender body from its outgrown covering.

She crawled away from the empty skin and looked it over. It kept the shape of her body, but she was surprised to find how fast she was growing slender. Even then, and she had been out only a short time, she was much longer and thinner than she had been, and her old skin looked much too short for her. "How styles do change," she said. "I remember how proud I was of that skin when I first got it and now I wouldn't be seen in it!"

Her beautiful gauzy wings, with their dark veinings, were drying and growing in the sunshine. She was weak now, and had them folded over her back like those of the Virgin Dragon Fly, but as soon as she felt rested and strong she meant to spread them out flat.

The fine Big Dragon Fly lighted beside her. "How are your wings?" said he.

"Almost dry," she answered joyfully, and she quivered them a little to show him how handsome they were.

"Well," said he, "I'll tell you the secret now, and of course you will never speak of it. I saw you talking with a Virgin Dragon Fly. He may be all right, but he isn't really in our set, you know, and you'd better not have anything to do with him."

"Thank you," she said, "I won't." She thought it very kind in him to tell her.

He soon flew away, and as she took her first flight into the air a second Big Dragon Fly overtook her. "I'll tell you a secret," said he, "if you will never tell."

"I won't," said she.

"I saw you talking to a Virgin Dragon Fly a while ago. You may have noticed that he folded his wings over his back. The Big Dragon Flies never do this, and you must never be seen with yours so."

"Thank you," she said, "I won't; but when they were drying I had to hold them in that way."

"Of course," said he. "We all do things then that we wouldn't afterward."

Before long she began egg-laying, flying low enough to touch her body to the water now and then and drop a single egg. This egg always sank at once to the bottom, and she took no more care of it.

A third Big Dragon Fly came up to her. "I want to tell you something," he said. "Put your head close to mine."

She put her head close to his, and he whispered: "I saw you flying with my cousin a few minutes ago. I dislike to say it, but he is not a good friend for you. Whatever you do don't go with him again. Go with me."

"Thank you," said she, yet she began to wonder what was the matter. She saw that just as soon as she visited with anybody somebody else told her that she must not do so again. Down in the pond they had all been friends, and she wondered if it could not be so in the air. She rubbed her head with her right foreleg and frowned as much as she could. You know she couldn't frown very much, because her eyes were so large and close together that there was only a small frowning place left.

She turned her head to see if anyone else was coming to tell her a secret. Her neck was very, very slender and did not show much, because the side of her head at the back was hollow, and fitted over her shoulders. No other Dragon Fly was near; instead, she saw a Swallow swooping down on her. She sprang lightly into the air and the Swallow chased her. When he had his beak open to catch her as he flew she would go backward or sidewise without turning around. This happened many times, and it was well for her that it was so, for the Swallow was very hungry, and if he had caught her—well, she certainly would never have told any of the secrets she knew.

The Swallow quite lost his patience and flew away grumbling. "I won't waste any more time," he said, "on trying to catch somebody who can fly backward without turning around. Ridiculous way to fly!"

The Dragon Fly thought it an exceedingly good way, however, and was even more proud of her wings than she had been. "Legs are all very well," she said to herself, "as far as they go, and one's feet would be of very little use without them; but I like wings better. Now that I think of it," she added, "I haven't walked a step since I began to fly. I understand better the old saying, 'Make your wings save your legs.' They certainly are very good things to stand on when one doesn't care to fly."

Night came, and she was glad to sleep on the under side of a broad leaf of pickerel weed. She awakened feeling stupid and lazy. She could not think what was the matter until she heard her friends talking about the weather, then she knew that Dragon Flies are certain to feel so on dark and wet days. "I don't see

what difference that should make," she said. "I'm not afraid of rain. I've always been careless about getting my feet wet, and it never hurt me any."

"Ugh!" said one of her friends. "You've never been wet in spots, or hit on one wing by a great raindrop that has fallen clear down from a cloud. I had a raindrop hit my second right knee once, and it has hurt me ever since. I have only five good knees left, and I have to be very careful about lighting on slippery leaves."

It was very dull. Nobody seemed to care about anybody or anything. The fine Big Dragon Flies, who had been so polite to her the day before, hardly said "Good morning" to her now. When she asked them questions, they would say nothing but "Yes" or "No," or "I don't know," and one of them yawned in her face. "Oh dear!" she said, "how I wish myself back in the pond where the rain couldn't wet me. I'd like to see my old friends and some of the dear little Larvæ. I wish more of the Nymphs would come up."

She looked all around for them, and as she did so she saw the shining back-shell of the Snapping Turtle, showing above the shallow water. "I believe I'll call on him," she said. "He may tell me something about my old friends, and anyway it will cheer me up." She lighted carefully on the middle of his back-shell and found it very comfortable. "Good morning," said she, "have you —"

"No," snapped he, "I haven't, and I don't mean to!"

"Dear me!" said she; "that is too bad."

"I don't see why," said he. "Is there any particular reason why I should?"

"I thought you might have just happened to," said she, "and I should like to know how they are."

"What *are* you talking about?" snapped he.

"I was going to ask if you had seen the Dragon Fly children lately," she said; and as she spoke she made sure that she could not slip. She felt perfectly safe where she was, because she knew that, no matter how cross he might be, he could not reach above the edges of his back-shell.

"Well, why didn't you say so in the first place," he snapped, "instead of sitting there and talking nonsense? They are all right. A lot of the Nymphs are going into the air today." Now that he had said a few ugly things he began to feel better natured. "You've changed a good deal since the last time I saw you."

"When was that?" asked she.

"It was one day when I came remarkably near sitting down on a lot of you Dragon Fly children," he chuckled. "You were a homely young Nymph then, and you stuck out your lower lip at me."

"Oh!" said she, "then you did see us?"

"Of course I did," answered he; "haven't I eyes? I'd have sat down on you, too, if I hadn't wanted to see you scramble away. The Larvæ always are full of mischief, but then they are young. You Nymphs were old enough to know better."

"I suppose we were," she said. "I didn't think you saw us. Why didn't you tell us?"

"Oh," said the Snapping Turtle, "I thought I'd have a secret. If I can't keep a secret for myself I know that nobody can keep it for me. Secrets can swim faster than any fish in the pond if you once let them get away from you. I thought I'd better not tell. I might want to sit on you some other time, you know!"

"You'll never have the chance," said she, with a twinkle in her big eyes. "It is my turn to sit on you!" And after that they were very good friends—as long as she sat on the middle of his shell.

THE HOME SONG.

LOW, where the hearth-fires, with sparks pierce the
 night-shadows,
 Brooding, the Man-child holds Fate in his hands;
 Heir of the Ages, rich gifts are his birthright,
 Trembling, the Future waits on his commands.
 Last-born of Earth, to all Nature responding,
 Fearless the God-spirit smiles from his eyes,
 Strong in his pulses the Earth-song is ringing,
 Dauntless, his Genius aspires to the skies.
 Hark to the lullaby sealing the world's repose,
 Folded the wings of day, low in the west;
 Folded the Spirit-wings, softly the Nature-child,
 Warm 'neath the Mother's love, dreams on her breast.

LULLABY.

Hearts that are pure as the light
 When dawn quivers up out of night,
 And warm as a midsummer noon
 That broods o'er the season's delight.
 Eyes to the Vision grown clear
 (Hidden depths in the things that appear),
 Spirits free as the wood-breezes wild,—
 Such may deal with the heart of a CHILD.

—Alice Day Pratt.

A FEW NOTES FROM THE FIELD.

Greetings for the Twentieth Century.—The editors rejoice that there are today 200,000 children under six years of age caroling in American kindergartens, as compared with the 4,000 recorded in 1873.

It is good and wise to estimate what social influence may have gone out from these kindergartens thru these 200,000 little folks into as many homes and to their respective parents.

The KINDERGARTEN MAGAZINE is never weary of saying that the movement for which it stands is a high and worthy ethical one—in fact the greatest democratic movement in education.

By the *democratic in education*, we mean the kindergarten free for black and rich, poor and white children in north and southland.

We also understand the democratic in education to include such socializing movements as public playgrounds, social settlements, manual training and sloyd, national music, domestic science, vacation schools, parents' meetings, and kindergarten training for prospective teachers and mothers.

In the name of democratic education, the KINDERGARTEN MAGAZINE and its editors ask for your coöperation and concrete support.

The Philadelphia Society of Froebel Kindergartners met December 8. The meeting was one of unusual enjoyment. A most beautiful address upon "Frau Henriette Schrader" was delivered by Miss Cabeen. Miss Cabeen was a personal friend of Frau Schrader, and she came to us as from a treasure house laden with rich thoughts and sentiments. She said in part: "How much it means that God cast Froebel's lot in Thüringen, that there he was born and lived and died. Deep draughts of beauty mother nature gave him, closer in her arms she took him to her very heart of hearts . . . Only once before this winter has the snow fallen upon a woman's grave, who in her beautiful, earnest girlhood walked with Froebel. Into her ear, into her quick receptive soul he breathed his message; what he had learned from Pestalozzi, what life and the spirit had made clear to him. On her pure heart he laid his burden, his life work incomplected. Out of his failing grasp into her young, strong hands he gave his banner, on whose white folds the message ran: "Come let us live with our children." And all thru her beautiful life she bore that burden and held that banner high . . . When it was first my privilege to know Frau Schrader she seemed in her beautiful prime—physically, mentally, spiritually, an ideal woman . . . She was full of magnetism, of inspiration, of deep, strong sympathy . . . I have never known a manner more winning, more gracious, more confidence-compelling than was hers, for with her all came from the heart . . . She seemed to have everything that a woman's life could ask, but the sorrows of the world rested heavily upon Frau Schrader. She was sure of the truth of her mission, the work that she had received from Pestalozzi and from Froebel, that thru womanhood and childhood the world should be lifted up . . . Of Frau Schrader we can say with Garrison, 'It was the survivors who died.' With Froebel, 'Death is but an enlargement of life.' With Matthew Arnold:

"Servants of God! or sons
Shall I not call you? because
Not as servants, ye know
Your Father's innermost mind;
His, who unwillingly sees
One of his little ones lost—
Yours is the praise if mankind
Hath not as yet in its march
Fainted and fallen and died."

—Edith May Curtis, Sec'y.

Omaha Free Kindergarten.—Miss Sarah McFarland has been director of the Omaha Free Kindergarten for nearly two years past, and statistics for the past year are as follows: Number enrolled, 75; average daily attendance, 29; total attendance during the year, 7,395. The attendance during the months of July and August was larger than at any other time during the year. Only those under the age provided for in the public schools are received into this kindergarten. It is the only free kindergarten in Omaha. A large proportion of the children are Italians. The Italian district of the city is eight blocks from the school. The director and assistants visit constantly in the homes of the children. They have been refused admittance in many homes at the first, but after repeated attempts they succeeded in getting into nearly all of these homes, mainly thru the acquaintance formed with the children. Much time is devoted to visitation in the tenement houses and homes of the poor in the vicinity of the school. This work of visitation has been continued because the results have been exceedingly satisfactory.

Dominico.—The following incident in the school will be of special interest to kindergartners. Eight months ago a little Italian boy, named Dominic, who was four years old, entered the school. He appeared extremely dull and stupid, and absolutely refused to enter into any exercise whatever. It was impossible to lead him to play any games whatever. It was also impossible to get him, at any time, to make an effort to sing. Week after week and month after month passed by and all the patient efforts of the kindergartners utterly failed to secure any response whatever. Still he would come regularly, and this attracted the attention of everyone who became acquainted with the facts, and he was closely watched. He still continued to come regularly for eight months. At the end of that time he suddenly woke up. The director was attracted first by his singing, which seemed to be done in a perfectly natural manner, and showed that he was perfectly familiar with the words and the tune, altho he had never been known to make any attempt before that toward singing. The next moment a call was made for a play and he joined heartily in the amusement, and since that time he has been a leader in singing and playing in the kindergarten.

THE third annual meeting of the Pennsylvania Kindergarten Association was held in Pittsburg, October 18, 19 and 20. A large representative body of earnest workers from all parts of the state met together to consult in the common interests of the kindergarten movement. Fourteen associations were represented, and all reported good work being done thruout the state.

The Philadelphia Branch of the I. K. U. joined the association this year, and it is to be hoped that every association in the state will soon be represented at these annual meetings, so that they may grow in strength and usefulness.

The following officers were elected for the coming year: President, Mrs. L. P. Wilson, Johnstown; 1st vice-president, Miss L. Macfarlane, Pittsburg; 2d vice-president, Miss Underwood, Scranton; 3d vice-president, Mrs. McConnell, Parnassus; recording secretary, Miss Brewster, Lansdowne; corresponding secretary, Miss Spencer, Erie; treasurer, Miss Culp, Pittsburg.

It was most fortunate that the meeting of the state association occurred at the time of Miss Susan E. Blow's annual visit to Pittsburg. The kindergartners of Pennsylvania felt unusually privileged in meeting and listening to the one whom all kindergartners love to honor. Miss Blow gave a most inspiring lecture on "Dante" at the opening session of the convention, Thursday, October 18.

Friday morning was devoted to visiting the kindergartens of Pittsburg and Allegheny. In the afternoon Miss Corey of Erie gave a talk on "Art in the Kindergarten." Miss Sevarberg of Pittsburg spoke on "Nature Study," which was followed by a discussion of "Free Play," in which Miss Allison of Pittsburg, Miss Spencer of Erie, Miss Culp of Pittsburg, Mrs. Wilson of Johnstown, Mrs. McConnell of Parnassus, and others took part. Friday evening at the Carnegie Library Hall, Mr. Andrews, superintendent of the Pittsburg and Allegheny public schools, gave a cordial welcome to the kindergar-

ten association. Mrs. Wilson, the president, responded. Miss Blow then delivered a most eloquent address on "Education," which filled the heart of every teacher with the highest ideals of her profession, and a fervent desire to prove herself worthy of this calling.

Saturday morning was devoted to the business of the convention, a discussion of mothers' meetings led by Mrs. Wilson, Johnstown, and a discussion on state legislation for kindergartens.

The delegates were most hospitably entertained by the ladies of the Pittsburgh and Allegheny Association. On Saturday a most enjoyable luncheon was given at the kindergarten college, after which the delegates were driven thru the beautiful parks of Pittsburgh. Everyone felt that this meeting together had given them greater zeal and enthusiasm for the kindergarten cause.—*Kate Spencer, Cor. Sec'y.*

The Dayton Mothers' Kindergarten Union now has a membership of twenty mothers' clubs. Sixteen of these are connected with the public school kindergartens of the city, and hold monthly meetings at the kindergartens. The remaining four clubs are connected with "Bethel Mission" and the kindergartens of the Young Woman's League and the National Cash Register Company. Three times a year all these mothers' clubs unite in a general meeting.

At the first union meeting of this school year, held November 16, there was a large gathering of earnest mothers. The reports of the secretaries of the various clubs showed that earnest, efficient work is being done along the line of child study in the home and the kindergarten. Several clubs reported the establishment of small libraries of books especially helpful to mothers, and several others are planning to start libraries this year.

The special subject for the afternoon was "Helpful Books." An earnest, inspiring talk was given by one of our most truly kindergarten mothers on Mrs. Proudfoot's book, "A Mother's Ideals." Brief reviews were also given of Miss Elizabeth Harrison's "Study of Child Nature" and "Two Children of the Foothills." One of the very enjoyable features of the afternoon was the informal discussion of books for children and for mothers by the many who gathered about the reading tables to look over the books and magazines placed there for this purpose.

THE Eastern Kindergarten Association has chosen its officers and committees for 1900-1901 as follows: Honorary president (permanently elected Jan. 16, 1900), Miss Mary J. Garland, 29 West Cedar St., Boston, Mass.; president, Miss Lilia B. Pingree, "The Ludlow," Boston, Mass.; vice-presidents, Miss M. Elizabeth Lombard, Miss Lucy H. Symonds, Miss Anne L. Page, Miss Susan E. Blow, Miss Lucy Wheelock, Miss Laura Fisher, Miss Ella Bradley; recording secretary, Mrs. Channing Rust; corresponding secretary, Miss Lelia A. Flagg, Ruskin St., West Roxbury, Mass.; treasurer, Miss Lucy Kummer. Committee on membership: Miss Lucy H. Symonds, Miss Lucy Wheelock, Miss Mary C. Shute (chairman), Mrs. Annie M. Perry. Committee on meetings: Caroline D. Aborn (chairman), Miss Mary B. Fox, Mrs. Charles H. Duntton, Miss Anna F. Manning, Miss Lillian B. Poor. Committee on Elizabeth Peabody House: Miss Mary J. Garland, Miss Julia F. Baker, Mrs. Grace G. Kendall (chairman), Mrs. James B. Greenough, Mrs. J. H. Stannard, Mrs. M. C. T. Fay. Total membership at annual meeting, 413.

The International Kindergarten Union.—Plans are being rapidly matured for the meeting to be held in Chicago April 10-12, 1901. Among the speakers will be several prominent Chicago thinkers along educational lines. Miss Laura Fisher will be one of the speakers at the public evening meeting. It is also hoped that Dr. Hailmann will be present. There will be one session given, as usual, to a training teachers' conference. The subject of this conference will be "Simplification in Kindergarten Materials, Games, Songs, etc.," and it will be open to all interested. A very interesting feature of the meeting will be the devoting of one afternoon to round table discussions, which will be held simultaneously in the same building, and on various subjects of vital im-

portance. These discussions will be led by prominent kindergartners, and will be very informal. A full program of the proceedings will appear in next month's issue.—*Mary D. Runyan, Sec. and Treas. I. K. U.*



MANUFACTURES AND LIBERAL ARTS BUILDING,
Pan-American Congress, Buffalo, N. Y.

The Buildings for the Pan-American Exposition, to be held in Buffalo, 1901, are being rapidly completed, and already give indication of the beauty and magnificence of the finished structures. Progress and improvement in educational methods and systems have been so marked within a few years as to call for special attention from the exposition management. The exhibits to be made under this head will be neither dry nor formal, but such as will illustrate the new life that has given such impetus to this science. The methods of work will be made clear, and the practical results exhibited under conditions favorable to all who are interested in education. The latest school apparatus, plans, and models of schoolhouses of the most modern type will be exhibited. It is intended to make these exhibits of particular value both to teachers and to all who have direct responsibilities in the education of the young.

As the exposition will consist of exhibitions from the Western Hemisphere only, the buildings and grounds committee decided that the architecture should be a free treatment of the Spanish Renaissance, out of compliment to the many Latin-American countries whose interest in the enterprise has been enlisted. A most beautiful poster, the "Spirit of Niagara," has been issued by the Bureau of Publicity.

THE birthday of Eugene Field, the poet of childhood, was fittingly celebrated by the St. Louis Froebel Society by a song recital, held at the new school named in honor of the poet. Mrs. Josephine Hilty Kimmel of Chicago rendered most charmingly a program of the poet's verses, Miss Gertrude May accompanying her at the piano. Among those present were Miss Mary C. McCulloch, president of the society; Dr. F. Louis Soldan, the progressive and able superintendent to whom the public schools of St. Louis owes so much; Mr. Wm. B. Ittner, architect of the building, and many other invited guests and

associate members. Dr. Soldan made a short but eloquent address contain-

ing numerous passages from and personal reminiscences of the poet. At the close of the exercises visitors were invited to make a tour of inspection of the building, one of the finest in the country. —*Elizabeth Longman, Cor. Sec'y.*

MISS ANNA H. LITTELL, of Dayton, Ohio, writes: "The outlook for the year for our kindergarten work is very encouraging. Especially cheering is the earnest, wide-awake attitude of the mothers in our work, and their hearty coöperation. We have had some very delightful meetings where the fathers too attended.

"Our mothers' clubs have furnished for the kindergartens pianos, sand-tables, pictures, curtains, and other needed things. There is a growing, intelligent sentiment toward the kindergarten in the whole community, yet there is much still to be done.

"More and more of our district school principals and the teachers are coming to welcome the kindergarten. Since all the students in our normal school take the first year of kindergarten training in addition to their other work, the grades and the kindergarten have come closer together. We are looking forward to coming to Chicago to the I. K. U. in the spring. Hope to have a good delegation from Dayton."

IN accordance with a recent request from Fräulein Heerwart, president of the Allgemeinen Kindergärtnerinnen Vereins, the KINDERGARTEN MAGAZINE will open a subscription list for the benefit of the Froebel-Haus in Blankenburg, Schwazethal. As stated in previous numbers, the Froebel-Haus is a memorial to Froebel, to be established in the town wherein the first kindergarten was founded. For many reasons it is desirable to begin the construction at once. A blank subscription list has been sent to the KINDERGARTEN MAGAZINE. All desiring to contribute to this good work, which should interest all kindergartners, can do so by sending to the KINDERGARTEN MAGAZINE, 929 Fine Arts Building, in form of postal or express money orders.

The Syracuse Mothers' Club has a varied program for the season of 1900-1901. Some meetings are devoted to reports of important educational conventions, and others are given to reviews of influential books, such as Ellice Hopkins "Power of Womanhood," Mary E. Burt's "Literary Landmarks," Oppenheim's "Development of the Child," Annie Payson Call's "As a Matter of Course," "The Land of the Mystic," Rodestock's "Habit in Education, Warner's "Study of Children," and the writings of Stanley Hall. The "Psychology of Attention" will be the subject of an address by Mrs. Ellen M. Mitchell, Ph.D., and Miss Estelle Bogardus will tell "How to Look at Pictures." The president of this active club is Mrs. E. H. Merrell.

THE annual report of the Alfred Corning Clark Neighborhood House, New York city, tells of many and various activities carried on both *upon* and *beneath* its roof. We find in this one building three distinct kindergartens in as many different rooms. Miss Nora A. Smith is supervisor of kindergartens. Miss Frances Goodwin, Miss Helen M. Beebe, and Miss Laura M. Skinner are the directors. The assistants are Misses Mary S. Smith, Mary B. Sterling, Elizabeth C. Watson, Altie S. Yawger, and Lena B. Waterman. All those named are resident workers.

Acknowledgment.—After a full year of freedom on mountain and open field, in by-way reconnoiterings and among quaint peoples, the undersigned returns to her desk grateful for the many letters of welcome, with their reassurances of fellowship in the old-new work. *Prosit, Neu Jahr!*—*Amalie Hofer.*

IN Oshkosh, Wis., 160 normal instructors convened during the holidays. So important does the state regard this normal school teachers' "Congress," as it might properly be called, that it pays the railroad fare of those in attendance, their salaries continuing thru the week.

BOOKS AND MAGAZINES.

"An Ethical Sunday-school," by Walter L. Sheldon, published by Macmillan Company. Price \$1.25.

In connection with the symposium on Sunday-school methods, which is found in this issue of the KINDERGARTEN MAGAZINE, we recommend to the attention of all interested this suggestive book. Mr. Sheldon is lecturer of the Ethical Society of St. Louis. The book describes a ten to twelve years' experiment along new lines in Sunday-school work. As is explained in the preface, the title of the book does not imply that there is a direct antagonism between the teachings of this and of the orthodox Sunday-school. The point of contrast is stated in chapter two: "It is found that the former undertakes to develop certain tendencies of thought and feeling in the young, or to *develop a certain attitude of mind* on the problems of life rather than to give the young a specific knowledge or to impart definite beliefs or facts of scriptural history."

The names of the chapters attract attention at once. They are: 1. A Religious Service for the Young. 2. The Point of Contrast Between an Ethical Sunday-school and one of the Conventional Kind. 3. The Bible in our Sunday-school. 4. Study of the Habits. 5. The Institutions; the Home. 6. The "Life of Jesus" for the Young. 7. The Institutions; the State. 8. Duties pertaining to the Self. 9. Religious Beliefs, "God," and "Ethical Law."

In chapter one is given the form of the responsive service used. It is simple, definite, practical, elevating. Besides this exercise five minutes are given each Sunday to discussion of some beautiful thought drawn from the great bibles or classic thinkers of all time. Sometimes beautiful paintings, statuary, or magnificent scenery are shown thru the stereopticon to awaken and gratify the child's sense of the sublime; to deepen his awe, appealing thus to the "God sense without using the name; touching on the feelings without using names and phraseology which may only distort the religious consciousness when given to it before the mind can have any realizing conception of what they mean."

Chapter three describes the use of the Bible in the Sunday-school, and the story of the Tower of Babel is given to illustrate the method of presenting it to the children. As a lesson on the foolishness and wrong of pride and its inevitable fall, it is inimitable.

With children of nine to ten years *habits* are considered after the Socratic method. Each lesson is very carefully planned by the teacher; among those habits discussed are perseverance, self-conceit, order, consideration for others, being lazy, deception, being saving, being soldierly in time of peace, habit of teasing, being brave, habit of exaggeration, swearing, etc.

Following this the "Home" is the subject of thought. Under this head the family table, with its courtesies; sickness and sorrow, and our duty when they enter the home; the evolution of the home, the hearth and its many associations would here find place, as well as the subject of family pride and its justification, if any.

The children are next introduced to a study of the "Life of Jesus." There are many points of departure here. The keynote selected is the truth which that life everywhere sought to teach, the "Kingdom of Heaven" is within you. The superiority of the spiritual life "of the inner man over the outside conditions" is here emphasized.

Citizenship and one's country are topics taken up with the children of twelve to thirteen, and the "Duties Pertaining to the Self" follow.

The concluding chapter tells how with boys and girls of fifteen is traced the development of the God-idea from the beginning of fetichism and nature-worship, from gods-as-many to "gods-as-One."

In glancing over the contents of the book we recall Froebel's principle of separation and return, for beginning with the Bible stories for the little children the course returns at the last to a more inclusive, conscious study of the

grand old Hebrew Scriptures, whose influence permeate all literature and life that they have touched.

Thruout the book one is strongly impressed with the intense moral and religious earnestness of the writer. The plan of work presented is regarded as neither complete nor perfect, but it has proved "*workable*," and is a long step in the right direction. It recommends itself as having a good psychological foundation; and therefore of being efficacious in the building up of character. It awakens and guides the feelings, broadens the intellect, and directs the will in channels of love and service to others. Whether the reader agrees or does not agree with the writer in all of his conclusions, he will here find a wealth of practical suggestion for use in home, school, and Sunday-school.

AMONG THE FALL MAGAZINES.

"Education on the Farm," by Eleanor K. Howell, in *Chautauquan* for October.

"Education of Farmers' Daughters," by Mrs. Helen E. Starrett, in *Unity* September 13.

NATURE and Science Department and St. Nicholas League, in *St. Nicholas* for November.

"Education," by A. M. Loehr, in *Chautauquan* for September. Also "Child Training in the Home," by Jennie S. Campbell.

"How Shall I Punish my Child," *Ladies' Home Journal* (November), by Elizabeth Robinson Scovil.

THE "Kindling-Gartner's Christmas" is a delightfully entertaining article in the December *Harper's*.

"Some Old-Fashioned Doubts About New-Fashioned Education," by L. B. R. Briggs, in *Atlantic Monthly* for October.

THE January *Delineator* has an illustrated article, "Child Life in China," by Isaac Taylor Headland, of Peking University.

THE *Journal of School Geography* is edited by Richard E. Dodge, Professor of Geography, Teacher's College, New York city. Published by J. L. Hammett Co.

THE *Sunday-school Times* is a weekly paper edited by H. Clay Trumbull, published in Philadelphia, Pa. The issue for December 8 contains a sketch by Elizabeth Harrison.

Correct English: How to Use It, is a monthly magazine edited by Josephine Turck Baker. Its motto is, "The world does not require so much to be informed as to be reminded."

Unity for November 23 contains Jenkin Lloyd Jones' sermon, "Success by Elimination: Rockefeller vs. Shakespeare." You will find it well worth while to send for a copy. It clears the vision, enabling one to distinguish quite clearly what should be the real goal in the race of life, and what impedimenta should be dropped in order to win.

In an article in the *Ladies Home Journal* for November, concerning occupations for young women, Margaret Sangster says:

"A kindergarten course may prepare a young lady to take up the pleasant office of mother's helper, which is a step higher than that of nursery governess. No one should undertake this special training unless she is disposed to be thoro in her study, and unless, also, she has a genuine fondness for children. To the mother with her little ones about her the presence in her home of a sympathetic, cheery, and tactful young woman, who steps into the place of a daughter of the house, and assumes functions peculiar to an elder sister, is a veritable boon, and such service is ordinarily well paid."

KINDERGARTEN MAGAZINE

Vol. XIII.—FEBRUARY, 1901.—No. 6.

TWENTIETH CENTURY SERIES.

THE PHILOSOPHY OF PLAY.*

GEORGE A. COE, PH. D.

I.

IN THE progress of modern manufacturing industries few developments are more striking than the increasing utilization of "by-products," that is, the refuse incidentally produced. Out of the foul-smelling drip of the gas house, for example, come our beautiful aniline dyes, various useful drugs, and other products that enrich human life; and these mere incidents in the manufacture of gas have almost as much value as the main product.

Up to comparatively recent times, the play of the young was regarded as a useless by-product of human development. It might be pretty; it might be troublesome; but in either case it appeared to be merely a method whereby nature kills time while waiting for the child to become good for something. Play in youths was regarded as a nuisance, and in mature life as a sign of levity of character. It was apparently a form of idleness impossible to justify upon any accepted principles. Hence play was to be supplanted by work just as fast as the case permitted, and in this the schoolmaster found his occupation.

It was plain, of course, that the change from childhood's play day to manhood's work day must be a gradual one. Play had to be tolerated for a time after school life began, but nevertheless the duty of the schoolmaster was conceived to be, little by little, to substitute work for play; to crowd out the impulsiveness, the buoyancy, the care free spontaneity of the play instinct, and fill its place with an obedient sense of the prosy responsibilities of life.

It will be worth our while to ask whether the general principle of the utilization of by-products can be extended to this apparent

*An address delivered before the Cook County Teachers' Association by Dr. Coe, Professor of Philosophy at Northwestern University, Evanston, Ill.

by-product of human development. Is play, then, so insignificant a factor in human life? Has nature wasted and thrown to the void all the store of energy which children and youth put into their play? Strange, indeed, would it be if creation should be so profligate. Nay, nature has made no such mistake. We shall see that the play instinct is, in fact, one of her most precious products, being at once an instrument for the education of the individual and a means for the permanent enrichment of the whole of human existence.

Before this new view is unfolded, let us take a glance at some of the consequences that resulted from entertaining the older view. In the first place, the primal duty of the schoolmaster was understood to be the maintenance of order, and this signified simply repression of childish or youthful impulses. The picture of the traditional school is on the one side that of an eye that penetrates the very marrow of the pupils, an ear that detects the slightest sound, a ferule or a birchen rod, and a dunce cap; on the other side, fear, furtive plotting, and girlish tears and boyish rebelliousness. In the very substance of instruction, too, it was assumed that education consists in training pupils to do useful things that are necessarily disagreeable.

Thus, the schoolmaster assumed an attitude of necessary antagonism to the pupil, and it was only natural that the pupil should meet him half way by regarding him as the arch enemy of human happiness. The ancient friction between teacher and pupil was a perfectly natural consequence of the ruling conception of the end and means of education. The dislike of children for their school, their never ending distrust of the schoolmaster, their ambition to circumvent and humiliate him, was not a product of a depraved nature, but only an expression of the incompatibility or regnant educational theory with the actual constitution of the child.

It followed as a natural consequence that acts of r  guery and disobedience were among the pleasantest incidents of school life. Witness, for instance, the hearty response everywhere accorded to stories of student escapades. Many of these stories live on from generation to generation, and the memory of many a pedagogue is kept green by their means. Many an institution of learning is surrounded in the minds of its students with a halo of traditions of the unlawful daring of previous generations of students. These tales of student pranks are like the Wandering Jew—though they

grow very ancient and out of place, they cannot die. In another respect, too, they resemble that mythical personage—they appear in different places under different names and with different settings. I have heard the same story told as a true account of goings on at institutions hundreds of miles apart. The good old tale of how certain students escaped the eye of a watchful teacher and attended a forbidden entertainment by letting one another down from the building in a basket and returning to their rooms in the same way, and how the vigilant teacher, in order to detect the plotters entered the basket and allowed himself to be drawn up half way between stories and there suspended until he was willing to grant amnesty to the offenders—this story has been told concerning at least three institutions. It appears that such tales finally become myths and are able to maintain themselves through a certain vitality of their own even after being severed from all their connections with historical reality.

It is a significant fact, too, that few things seem to have so much power of awakening affectionate feelings toward *alma mater* in the breasts of alumni as the recalling of student pranks. The “good old times” upon which alumni dwell whenever they come together are the times of insubordination to teachers, of violation of rules, of apparent rebellion against the very things for the sake of which they were supposed to go to school.

But in later years a new view has been springing up and convincing educators of a mistake in their attitude toward the play impulse. For a hundred years and more a conviction has been growing that play is not useless, but highly useful; that the impulse should not be repressed, but rather given scope; that school work is not to displace play, but to be turned into play itself; that education does not consist in doing disagreeable things, but rather in finding how agreeable it is to do whatever needs to be done; in short, that the sun of childhood’s day of delight, instead of being swallowed by the heartless dragon of work, is to turn round and tame the dragon. Let us ask upon what grounds this theory is based and whither it leads.

In the first place, biology and psychology have discovered something of the important service which play performs in the development of animals as well as man. Take, for example, the play of two kittens or of two puppies, and observe how the play is a proph-

ecy and preparation for the life of maturity. Note the attack and defense, the flight and pursuit, the mimic scratching and biting, the lying in wait and leaping forth as if to seize the prey—the very activities that are characteristic of the mature animal in searching, seizing and killing its prey, in fighting its foes and in escaping from them. When two dogs wrestle together, you have before you a faithful picture of the fight between a dog and a wolf. It is perfectly clear that this is an educational course through which mother nature is conducting her offspring. And not only is the young cat or dog strengthening its muscles and training them for the serious occupations of life, it is also learning the lesson of social solidarity. Individualistic impulses are being restrained; for while the teeth bite, they are required not to bite too hard, and thus they are brought into control and under subjection to the interests of other members of the same species. Animals which live in companies and lend their mutual support to the common good learn not a little of this social art through their instinctive plays.

In the same way, the plays of children are an essential part of the education of the human individual. There is first of all training in co-ordination and control of the muscles. Play is nature's great manual training school, and therein we have a hint of our duty to train the hand as well as the intellect. In this education of the body, moreover, there is involved a most important part of moral culture. For, when nature teaches the control of the muscles, she is teaching self-control. It is through the mind and it alone that the rapid adjustments of the body involved in play are at all possible. The child must see the thing that is needed and instantly adjust its motions accordingly, and just in proportion as this process goes forward the child is acquiring the fundamental condition of morality—namely, the control of action by means of an idea. Furthermore, since play is chiefly an interaction between children, here is where children learn many of their most impressive lessons in the art of living together. We all know what a calamity it is for any child to be brought up in isolation, for he is likely never to know how to adjust himself to other persons. Children's games, in fact, are to a large degree a miniature picture of the life of man's mature years. There is contest and competition, but it is tempered by regard for others. There is combination into parties and partnerships, with the necessity of subordinating individual action to the

demands of the whole. Finally, specific features and duties of life are here specifically prepared for. The little girl finds her delight in playing at domestic duties, while the boy, very early in life, strikes out as warrior, explorer or builder.

In a word, the plays of children are not only not useless, they are an indispensable part of the real education of the child. And the significant thing about it all for our present purpose is that here we behold an educational process that is pleasurable because it is not the repression of the child, but the working out of his natural impulses. The moment we grasp this fact we are obliged to ask whether our own educational schemes as well as nature's might not be so arranged that, while we work with rather than against nature, the play impulse might literally become the moving force of education.

Let us ask ourselves whither such a principle tends. Looking to its bearing upon life as a whole, we perceive that, instead of representing life as meaning essentially work, it declares that life properly regulated would be one long play day! It declares that boyhood's dream of a never ending holiday, in which everybody is free to let out the bubbling life within him, that this dream which it has been a chief task of the schoolmaster to dissolve and bring to nought, is essentially a correct view of life, and that educational systems should therefore be organized with a view to its realization!

It is startling to see how far this theory has already been put into practice. The kindergarten began the work. Froebel actually succeeded in his experimental school in substituting a child's paradise for the dry and oppressive routine of the ordinary school. It is interesting to notice that the kindergarten idea of the free development of the play instinct can be traced backward to the same source as the conception of human freedom which to a large extent underlay the American Revolution. Both are parts of the general conception that our proper destiny and place in life cannot be forced upon us from outside, cannot be chosen for us and prescribed to us by another, but are written in our very members, so that the true realization of life consists in working from within outward. The state is not to impose its power upon the governed, but to derive its power from them. Similarly, the school is not to impose something upon the pupil, but to draw something out of him, assist him to express himself. The kindergarten, the child's garden, instead

of suppressing play, accepts play as nature's way of educating the child. Through play its senses secure exercise and development; discrimination and muscular adjustment and co-ordination grow finer; rhythm and grace and beauty of form and color and musical sounds, all these flow directly from the exercise of the play instinct. The social nature, the art of living together, also receives impulse and training, and in many other ways the child is prepared through play for what is called the serious work of life.

(To be Continued.)

The ten greatest books of the century were discussed in the December book number of the *Outlook* by the following ten scholars: James Bryce, Henry Van Dyke, Arthur T. Hadley, T. W. Higginson, W. de Witt Hyde, Edward E. Hale, George A. Gordon, A. M. Fairbairn, Wm. J. Tucker and G. Stanley Hall. These eminent men voted for the authors in the following order: Darwin, 10; Hegel, 8; Goethe, Emerson and Carlyle, each 6; Stowe, 5; Wordsworth, Scott, Tennyson and Spencer, each 4. Darwin leads all and Hegel stands second. We may then list the two authors who have influenced the past century most effectually, according to the opinions of the above gentlemen, to be Darwin and Hegel. Darwin's quest was the origin and evolution of structure. Hegel's quest was the way taken by the Spirit (*Weltgeist*) up through peoples and institutions. May we not look for the next century to characterize itself by a quest for the unity of both, so insistently announced by Froebel in the "Education of Man"? By the way, this last named masterpiece of pedagogy was listed by Arthur T. Hadley, President of Yale University, as fifth in order of importance in his list of the ten greatest books of the century.

When Europeans ask Americans to explain about the national school system, the Americans are obliged to explain that there is no national commission of education. Europeans do not readily understand the ambiguous situation that there is a National Commissioner of Education, who is not nationally responsible as is a minister of a department in the European sense of the word. The American goes on to explain that there is a labor commissioner, a fish commissioner, a secretary of war and a department of agriculture,—and then he, too, begins to marvel that there is no department head of education in the democratic peerage made up of these eminent functionaries. Is it not awkward?

"KINDERGARTENS IN CHARITY INSTITUTES."

ADELAIDE LARE.

CHARLES READE, by his vivid novel writing, did much to ameliorate the sufferings of the poor creatures in insane asylums and prisons. Dickens and Victor Hugo, also, did all that the power of writing could to stop the cruel method of killing cattle in France, and to annul capital punishment. These three excited one's indignation to action by portraying the sufferings of the condemned. In this article we will not dwell on how friendless children suffer without kindergartens, but will show how much it means to them to have such occupation. And as it was my personal experience the ego must be present, yet to counter-balance this annoyance all the examples will be true facts.

One cold, blowy morning last spring I met one of the board of managers of our large and well equipped "Home of the Friendless." She said it was her visiting month, and asked me to go through the institute with her, on a tour of inspection. We found everything wonderfully neat and clean; the wee, small babies in charge of competent nurses, looking well and happy; and the boys and girls from six years on, in large, well-lighted school-rooms, with teachers, whom I found afterward to be painstaking and capable. At the very end I was ushered into the nursery of the children from three till six years old, and here was the woefully pathetic side of home without a mother.

Oh, to call such a place a nursery! There was not even a rocking chair in it, nor curtains at the windows, nor anything on the mantel, nor any toys, except one velocipede, for the twenty-five little ones who were walking up and down, up and down, just like the poor caged animals at the zoo. They all came crowding around us crying: "Did you bring me anything? Oh, please bring me something; do, do!"

I had never seen children look so restless before; their eyes glittered and they never seemed to stand still. In one corner of the uncarpeted room was a little bed, and I was told that in the afternoons when one or the other got so sleepy he could not keep awake he was laid there. "And can they sleep with all the others running around, and in such a bright light?" I asked in wonder.

"Oh, yes; they soon get used to it," the nurse replied.

That one thing threw some light on their nervousness. Well, the outcome was that I said I would try to give them a little kindergarten in the mornings, from nine to eleven.

Another large room, just across the hall, was given for the purpose; in which was an organ, a bookcase, and low, long benches running around the four walls.

Children who can have a brisk walk from home to school work off some of their surplus energy, but these poor little forlornities were wild with excitement at the prospect of something new, and had had no outing at all.

They had been trained to march to their meals, so there was no difficulty in getting them in line, but when they entered the other room and found it faced the street, they broke ranks with a joyous scream and flew to the windows, then to the organ, banged open the bookcase doors, and jumped from one bench to the other. I tried, tried, tried again, to get them to sit in a circle, but when I had about ten nicely composed, and began on the other half, the first had grown weary and away they would run to the entrancing windows. In despair I finally called the matron, and the result was amazing.

"Every one sit down on the floor in a round ring or I shall spank, yes, spank you hard," she said, clapping her hands.

Her action and speech were diametrically opposed to all my kindergarten training, but I soon learned that she was truly good to the children, and that they liked and respected her, so I never questioned her method, when the result was so satisfactory.

Prayer, after this, hardly seemed the right thing, so I taught them a good-morning song, a little about color, told them a story, and then, as they seemed utterly incapable of keeping still for a longer time, we had a few games and they were excused.

It was rather perplexing, having so little material; there were no tables, only two of the ten gifts, and nothing for the occupations, not even the precious sand table.

This was the way the periods were divided. From nine till twenty minutes of ten o'clock the morning circle; then for twenty minutes regular gymnastics, and a march into the hall and around the big dining-room, where we always stopped for a drink of water. From ten o'clock till twenty-five minutes after an occupation or a gift lesson; for all told I only managed to get six,—the balls, the

third gift blocks, stringing buttons, instead of cubes, cylinders, and balls, sewing, drawing, and the joy of joys, soap bubble pipes.

After putting the benches back, for some had served as tables and others as chairs, they all were told to go to sleep, while I counted sixty. What a very hard thing this was for them at first. Their eyelids twitched and they kept swinging their legs; but toward the end they could keep just as still as other children.

Then till ten of eleven we had the games, and the last ten minutes was given to free-play. It was a source of wonderment to me that their greatest self-found pleasure for the entire five weeks that I was with them was the privilege of unlocking the shutters and looking out of the windows on a very quiet street.

If the street cleaner came along there were shrieks of excitement, and, "O Miss Addie, come to my window! Look at him here! Look at him here!" and it was the same thing for a horse and wagon, a baby carriage, or a bird flying past.

One morning a red-wheeled, yellow lined market trap was standing at the door. The children seemed subdued, and I went to put away some work at the other end of the room. "O Miss Addie, come back quick; you will miss the deader!" cried one little girl, dancing up and down on the bench, and waving her arms frantically toward me.

"Why, who is dead," I asked.

"We don't know, but they will put him in the wagon at the door."

I tried to explain that the carriage belonged to a lady, whom they all knew, and who was inside visiting now.

"Won't they carry her out in a big box?" asked one fat little fellow, with keen disappointment in his voice.

A funeral was evidently the great event in many of these children's lives; and it would make any one sad to hear them talk so frequently about death. They knew, too, about heaven and hell, and one pretty child told me, in confidence, that her papa had gone to the bad place for sure, because her mamma said he really would.

The second morning the order was much better, and by the end of the first week the children compared favorably with any I have ever seen in the schools.

All little people, rich or poor, enjoy the "Child's Garden," but nowhere have I seen such eagerness to begin, and reluctance to depart as in this poorly equipped, trial kindergarten in an institute.

At one minute to nine I would put my head in their nursery. They would clap their hands, laugh, and call to each other in happy tones: "School time, hurry up"; and they would find their own positions in the march nearly as well as fire-horses do their different engines.

As there was no one to play the organ I would hum, and frequently they would assist, looking so proud and happy as they marched to their places in the morning-circle. We all then sat down on the floor, like twenty young tailors, with our feet crossed under us. And if some of the littlest ones grew too weary, before the time limit expired, they were allowed to stretch out flat to take a rest, until a question was asked them, when they had to come and stand before me. However, they did not often embrace this privilege; for they were especially complimented for sitting up, with chests and heads held high.

We soon learned the prayer, and the good-morning songs, and then, as it was spring-time, we acted out, "In My Little Garden-Bed." Each day we had a picture to show in class, and then one or other of the children was allowed to tack it up. The pictures were all arranged over the mantel; for that was to be the one beautiful spot in the room.

On the first luckless morning I had brought down a copy of the "Madonna and the Child," with a glass covering. While still in its wrappings Bobbie, a very lively but lovable child, had managed to discover what it was by breaking the glass into splinters. Next morning when I asked who had done it, he came up quite close and told me he had. I knew he was frightened, so I told all of them the story of George Washington and his hatchet, and wound up by saying that his father was so pleased with George for telling the truth that he shook hands with him, and, I believe, gave him a piece of cake. Immediately, Bobbie held out his hand to shake, and asked if I had any cake for him. I told him no, but that he might hang up the picture, and his heart was won from the start.

Most of the pictures were advertisement cards, saved from my own childhood. They all showed either birds, animals, flowers, vegetables, or children playing in the country. We had a winter and a summer scene, which the children loved to point to, and describe all that each contained. Thus these poor, deserted, tenement waifs were led to anticipate the pleasures of Nature; for the institute

had a summer home amongst the hills, just for these youngest children.

Then we had a number of tadpoles, a potato growing in a fruit jar, and as many fresh flowers as we could secure. How they did love these living things; they wanted them placed in the middle of the circle each day.

Although many of the children seemed slow in detecting similar colors and placing them together, they appeared quicker than other children in distinguishing the different fragrance of flowers, when blindfolded. Perhaps it was because they valued them so highly, in contrast to the strong, heavy smells they had endured in their former abodes.

It is true, whenever the petals of cherry or apple blossoms fell off they would scramble for them, and hold them in their hot, little hands, until every vestige of their beauty was gone.

To conclude morning-circle we had the salute to the flag: "I give my head and my heart to my country; one country, one language, one flag," and they all bowed towards the flag, which I waved on high; yes, and very often they gave a parting hurrah and three cheers for "old glory"; for their patriotic feelings were stirred by stories of brave soldiers and gallant knights.

For many mornings the calisthenic period was non-successful. They would say they were tired, almost before we had gotten well started, and I believe they were. Children who are in the house day after day, without any regular exercise, and who are allowed to eat about as much as they wish get very flabby.

The teacher must be an example of enthusiasm right thru this lesson, and, also, encourage them to greater effort, by feeling their muscles from time to time, and suggesting that they want to be big, strong men and women. We called the different motions by certain names, as, wood chopping, swimming, rowing a boat, fencing, etc., etc., and as they grew stronger, day by day, they grew to think it delightful. When they got very tired I ordered them to lie flat on the floor; then raise one arm, then the other; one leg, then the other; stretch their necks, then their heels. This always amused them mightily, and they would laugh unrestrainedly, and that was just what I wanted more than aught else. They had such restless, yearning faces most of the time that they hardly seemed to me like children.

Our voyage of discovery came next: that is marching out through the long hall, without speaking, while their eyes searched for anything new, to report on the return home. There was precious little to see, but sometimes one or the other of the officials would be there, or the dinner-bell would be in a different place; and the children grew quick and keen to notice everything.

The strong boys were requested to arrange the benches as tables and chairs, until one day an atom of womanhood said: "We are strong girls, why don't you ask us?" and thus learning, at a certain age, that ladies do not care to be waited upon I suggested alternate turns.

They locked lips and locked hands, while the work was being distributed, they did remarkably well from the first; for they were so eager to begin, and they knew that was the only way to get their share. If their sewing was neat and clean they were allowed to give it to the matron themselves. This was a great incentive; for they liked her, and then her office was a new place to see.

Friday was soap-bubble day, and the five best children during the week were chosen to go over to the nursery and invite the five remaining babies, who were too young to come to kindergarten. This morning was always real joy to them all. To be sure there were accidents sometimes. The boys loved to stand on the benches and give their prismatic bubbles a swing off into the air, and in their ecstasy they would often swing off themselves; when there would be bruised heads, broken pipes, and tears galore; but the pipes were only a cent a piece, and the heads soon stopped thumping, so as they begged so hard to be allowed to stand on high that privilege was never rescinded.

Our favorite game was called the "Lost Princesses." All the little girls were huddled together in one corner of the room, which place was a deep, dark forest. The boys were in the other end, half acting as prancing horses, and the other half as brave knights; who drove their fiery steeds by holding on to the ends of their little friends' blue checked aprons. Never mind, it all seemed real. I was the mother of the princesses, and walked up and down the middle of the room wringing my hands and crying for my lost ones. Finally a brilliant idea comes to me, to go to the knights and beg, on bended knee, to have them search for my darlings. No sooner asked than done, and away they all race, several times

around the big room, and finally over to the woods, where they rescue the terrified maidens. Then a grand rush back to the mother, who receives them with open arms and grateful thanks. It is well not to have a headache on the days this game is to be played; for the myth proves so entrancing that it must be acted three times at least. Afterwards we usually had a quiet game of "roll the ball," and then it was time for the free-play period.

There were three sets of window shutters to be opened and if I ever forgot to choose in time which children were to perform the task there was a general melee among boys and girls. One set opened and the other closed them, and the children always begged for extra turns. Little people certainly appreciate doing things which are a real necessity. Too many games satiate, just as too many weeks of vacation produce non-exhilaration in grown people.

The one thing which proved a close second to the delight of looking out of the windows was reading aloud to me. One or the other would cuddle up close in my arm, and from an old black book, without a single picture and often held upside down, would come a few disconnected sentences about a bird, or a tadpole, or a mamma and her little baby. Usually we had ten or twelve children listening, and waiting their turn to be taken up, which proved to some such an embarrassment as to prevent the free play of imagination, so the preceding child's story would be told, even to the use of the same words.

But it was the few minutes fondling which each received that was the coveted privilege. They all seemed positively hungry for affection.

One day James kissed me so repeatedly that he had to be reprimanded. "Well, I love you so. I love you better than any one in the whole world," he said in excuse.

"O, you must not say that. You must always love your mother or father more than any one," I admonished.

One little fellow, who had never asked even to sit in my lap, pushed his way thru the crowd and in a defiant tone said: "I don't care what you say, I love you better than my mamma."

"Why, Herman?" I asked.

"Cause she never comes to see me."

I learned afterwards that his mamma had had a large number

of children, then had grown tired of her responsibilities, and had gone off, no one knew where.

And so it was with many, pitifully many, father or mother living, but without love for these their little ones.

The two nurses of the institute had, for these twenty-five children, to wash and dress them, help them at each meal, make their beds, mend their clothes and darn their stockings, besides scrubbing the floor and washing the windows of the nursery.

Is it any wonder then that there is not much time for murmured confidences, and the natural demonstrations of affection, which every child requires for his normal development?

That is why there should be a kindergarten in each charity institute for children. Not so much for what these babies of four and six will learn, but that for, at least, two hours each day they will have some one whom they feel has time and inclination to Mother them.

Psychology teaches us that the affections are the sensibilities which unfold first. What will be the result if they are starved outright at the very beginning? When reason develops it naturally would be distorted and untrue.

Indeed, a young kindergarten teacher, with her heart full of love could do more to eradicate any inherited tendencies towards criminology in this class of humanity, than even the hygienic living and military discipline that is its environment in such homes.

FINGER PLAY FOR THE LITTLE ONES.

Said Chick number one, "Why, where can I be?"

Said Chick number two, "What green things I see!"

Said Chick number three, "I'm ready to dine."

Said Chick number four, "This corn-meal is fine!"

Said Chick number five, "This brown-bread is better."

Said Chick number six, "It ought to be wetter."

Said Chick number seven, "I'm off for a walk."

Said Chick number eight, "I'm tired, don't talk!"

Said Chick number nine, "Guess I'll go to sleep."

Said Chick number ten, "Good night, then! Peep, peep!"

And each little chick tucked his round yellow head

Right into his mother's soft, warm feather bed.—*Exchange.*

A SUMMER VISIT TO THE PESTALOZZI-FROEBEL HAUS, BERLIN.

MARY S. MORGAN.

IT IS probable that everyone who studies and appreciates Froebel turns toward Germany with longing eyes. This study is beset with difficulties on account of the man's peculiar disposition and his ponderous literary style. It requires a light thrown upon it by a knowledge of the circumstances of his time, of his associates and of his character. Standing upon Froebel ground and wandering over the same mountains with one who has actually seen him makes one feel much nearer to his thought. Here one may realize the depth of his philosophy as one cannot in other lands and under other conditions.

"Froebel's experience as a teacher gave him an insight into many households and above each family there was for him a vision of what each family might become. Haunted by this ideal of family life his whole life's effort seemed to be concentrated upon bringing parents to a consciousness of the fact that a higher type of civilization might be brought about by raising the standard of the family." Therefore he set up educational institutions which would remind one strongly of family life by its internal organization. These he called *kindergartens*.

The following extract from Frau Schrader will help explain the difference between *kindergartens* and schools: "Our modern hurry and the facilities we have for skimming the surface of things bring a tendency to superficiality of view and distraction of mind. The art of education should counteract this tendency by the method it adopts. Children should, therefore, have early opportunities afforded them of deepening their interests in and concentrating their energy upon a few things, that they may be intuitively led to feel the co-ordinate relationships, the harmony of things, or, as Froebel expressed it, 'the unity of life.' Whilst school methods place the objects of instruction in the service of the children, our method places

THE CHILDREN FIRST

in the service of the objects themselves or of some higher purpose to be accomplished by working with them. For example, in school

the flower is dissected into its parts; it yields its life in the childish service. But in our school of action the pupils learn how to preserve the life of the plant, how to cherish its growth or to use its beauty to embellish their common room, to be a source of pleasure to others. They learn what are the requisites to healthful, vigorous growth in human beings, plants and animals, and they acquire the amount of skill suited to their capacity in provisioning these. They are gathering experiences which will one day give them the key to understand adult life; they are acquiring the practical skill which will enable them to command circumstances, not only for their own advantage, but in beautiful self-forgetfulness for the benefit of others. What the children have practiced, experienced in real life, is afterwards idealized in art. A really good picture, a poetic story bearing upon the subject, a song or a game heightens the enjoyment of the little ones, stimulates the imagination in a wholesome manner, and what they have received after this fashion they are now at liberty to reproduce, each according to his individual measure of capacity. Frobelian material is given them to make some of the things that have so long been in their thoughts; the result is, the children manufacture their own and other children's toys.

Thus we surround the children by a complete, a rich and varied life, in the midst of which they are observers, actors, and thru the educator's skill in directing their energies, children practice intuitively the art of right living."

When last spring I decided to cross the ocean to study the kindergartens of the Vaterland as well as to visit places sacred to Froebel, I selected the Berlin institution known as the Pestalozzi-Froebel Haus. Frau Schrader, a great-niece of Froebel, had conducted this until last year, when she was called away by death. Since then Frau Dr. Richter, a co-worker with Frau Schrader, has had charge of it. I knew that the soul of the work would be given in the German language. My vocabulary was very limited, consisting of nothing much but the words *wienerwurst* and *schwarzbrod*, and yet even these counted, for the children bring a second breakfast to the kindergarten and it usually consists of these two substances. I was often requested by a little roly-poly youngster to cut his *schwarzbrod* for him. Armed with my vocabulary and a large stock of faith in the saying, "the spirit reveals itself in deeds," and having a letter of introduction to the Frau Director, I

appeared one day at the entrance of the handsome four-story brick building, which shelters this large family of teachers and children. Can you imagine my surprise at finding a large piece of ground twice as long and containing about as much land as eight city lots, and this in a large city like Berlin. I had thought the Germans were too economical to permit such extravagance, but I soon learned that they consider beautiful grounds a necessity for the setting of their buildings.

The art of landscape gardening has reached a high degree in Berlin. Their museums, palaces, and even some of their churches, have beautiful grounds around them. Every few blocks the city has a small plat or park with trees, flowers, grass, usually a fountain, and always everywhere the sand-pile for the children. What would you think of the city fathers of your town if they should take a wide strip out of the middle of a main street for a playground for children of all classes? And suppose they should plant shade trees along both sides and place benches there for tired nurse-maids and mothers, and then suppose they should haul tons and tons of sand and heap it between the benches, and then suppose they should inform street car corporations, cab drivers, etc., that henceforth they must keep off! It would furnish as much material for newspaper reporters as the water supply question has. Yet this is just what Unter den Linden is like. One of the handsomest, most noted streets in the world has a play ground thru the center of it. To be sure there is plenty of room on both sides of this for double driveways, but they cannot cross it or encroach upon it. If the Germans are lavish with their play grounds and parks for the people, they are careful of all other grounds. Even the sides of the railroad tracks are made to raise beans and potatoes for hungry mouths.

So I ceased to wonder at the spacious grounds around the Pestalozzi-Froebel Haus and took my first view of it under the guidance of an American student who is living there. First there is the trim, well kept lawn, shaded by tall birch trees, under which are gravel walks wending in and out leading to numerous rustic seats and tables where the classes often recite or where visitors find place for a cosy chat. Vines clamber over the high fence, which shuts out an unsightly view. Fruit trees, tall rose bushes and flower beds make this a lovely spot. At one end there is a large sand pile where the babies play and pat and dig. Here is also a see-saw for the older

ones. Back of the house are the children's gardens. These are very small, of course, but each child has his own little spot where he may plant his seeds, care for them and at last reap his harvest. These small plots sometimes are grouped together, thus making a pretty bed. Sometimes a circular bed was divided into sections and each cultivated by one child. There is also a space allotted to the students of

THE TRAINING CLASS,

where each gives evidence of her skill in this line. Students and children both use their own choice in the selection of what they plant. Sometimes the children prefer a few vegetables, sometimes the whole bed will be of the same seed, sometimes they will have one flower and some vegetables. The beds are only about two feet square. This branch, *gartenarbeit*, as they call it, is under the direction of a special teacher, a young Swiss lady who has taken a two years' course in a garden school. One of the interesting sights is to see her with her troop of wholesome looking girls out in the morning pruning vines, transplanting shrubs, or to hear them discussing best methods of protecting their fruit trees from the ravages of insects. This teacher is responsible for the appearance of the whole grounds, and while she does not do the most laborious part of the work, she must see that it is done. She is employed for this alone.

I was much impressed with the importance which all kindergartens attach to gardens for the children. They would no more think of doing without a garden than of doing without Frobelian materials. If there is no ground around the building in which they have a kindergarten they rent enough for a garden as near to them as they can.

Next to the children's gardens there is a good sized yard fenced off with poultry wire. It inclosed a very artistic house which is the beginning of a zoo. Here the children have a pair of pet goats, some doves, chickens, rabbits and ducks. Beyond this is a tennis court, and still farther a fine large, wild woodsey place which the students have named "the wilderness," because it has that heavy growth of underbrush which makes it a good place for hiding games, for romping and for nooks where a class may have a lesson. Here the children dig caves or build play-houses in a truly primitive way. It was here that I spent a delightful half hour with a teacher and her class of 10-year-old boys, watching the eclipse of the sun. How interested they were, yet so childlike. Some of them offered me their bit of colored glass, then one said *fraulein* must have one, and he

rushed off to get it. Then they were afraid that since I could not speak their language neither could I see well. Their teacher, who speaks English well, was nearly convulsed with laughter at the frantic efforts those boys made to help me see the eclipse. They gesticulated wildly, they brought me different glasses which they first tested themselves. I assured them that I could see it. To satisfy themselves that I was seeing it right they took sticks and drew it in the sand, then asked me if I could see it like that. At their teacher's suggestion they drew the sun, moon and earth in their relative positions. Such a noisy, boyish class they were, and yet they attended strictly to the subject. These German children have a larger degree of concentration than I have ever seen anywhere. So much for the outside. To spend their days in such a beautiful place gives these children a love for nature which must certainly bring them nearer to nature's God.

The building is correspondingly beautiful. Each room is fitted for its special purpose. The bathroom for the children made me almost green with envy. It is furnished all in white. White enameled tubs high enough so the teacher does not have to break her back reaching over, white tables where the little ones are laid and patted dry, white walls and white tile floor. How I longed for such a place to soak a few of my Mikes and Tonies.

The lower floor has a long hall running from a large play room at one end to the nursery at the other. On one side are small class rooms and on the other are superintendent's office, principal's room, reception room and library. The second story has rooms for transition class, primary grades and for the special groups or families, which I will describe later. A large assembly hall occupies one end. The third story has rooms for training class, a study room, a dining room and two kitchens, one where the students and children prepare the meals and another where they cook them. Here are also the private rooms of some of the members of the faculty. The fourth floor contains sleeping rooms, reading room and student's parlor. The attic is also furnished as nicely as the rest of the interior, and here are the large wardrobes of the house. Various housekeepers' classes are held here, such as cleaning and putting away furs and woollen clothing and packing dainty laces and summer fineries.

The sloyd room is in the basement; also the industrial school-rooms where they make baskets or weave door-mats of a kind of coarse hemp, or do various other kinds of work. There are also tool

rooms for the garden tools, wheelbarrows, watering cans, etc., besides coal and furnace rooms.

In this great busy hive there are many departments. The children come from different classes. There is the kindergarten, the transition class, the elementary and other school classes, for the children remain here if the parents wish it until they are about ten years old. There is an industrial class for children from 6 to 14. A lunch room for children whose parents are prevented from returning home at noon, free baths for children of the poor and the Victoria Heim for the students. This last was named in honor of the ex-Empress Friedrich, who is the patroness. When Kaiser Friedrich lived he was very fond of slipping into such institutions unannounced. The little ones here appealed to him very strongly. The teachers tell of

AN AMUSING INCIDENT

which occurred at one of their Christmas festivities which the emperor and empress attended. It was not quite time for the exercises to begin and Kaiser Friedrich, who wore the Prussian uniform, including his spiked helmet, played with several of the kinder, tossing them up and down. When one excited mother got her son beside her she said, "Do you know who took you up in his arms?" "Yes, the policeman." Now the German for policeman means something more. It really means "protector." When the emperor was told of it he said that was the best name he had ever been given—"protector of the people."

The lunch room for children, the free baths and the industrial classes are very important additions to this great work. They are patronized by children who attend the public schools. The school hours are very different from ours. The children go to the free schools about 7 a. m. and return at 12:30 or 1 p. m. If the parents are working away from home it is quite a problem to know what to do with the children in the afternoon. The Pestalozzi-Froebel haus solves it for those who live near. They come there for lunch, each paying a trifle, enough to cover the actual cost of the food; then they study an hour preparing school lessons for the following day. Then comes the happiest time of all. They go into one of the industrial classes, sloyd, basket making, weaving door-mats, making brooms for sweeping the walks or gardening. They keep the walks free from grass, they weed their gardens and cart away rubbish. They do everything that children of that age can do and they live out of doors as much as they can. Even the sloyd is done outside when

possible. They make benches which we found in secluded places in the "wilderness," and also the numerous bird houses in the trees. Many of the articles made in the industrial classes are given to the children to take home. They pay for the material in this case. Indeed, they pay for everything, a trifle only, but that they must pay. Pauperism does not thrive in Berlin.

The first morning I entered kindergarten several children greeted me with "guten morgen Tante." The teachers here are all called "Tante." There were about eighty children in the play-room, which is also used for a gymnasium. They are nearly all children of the common people, but there was some difference between them and the same class of children in our beloved land. These were scrubbed till their faces shone. Their clothes were spotless, too. They are such cleanly, wholesome babies, with the fair hair and blue eyes of the Saxon race. Among the students, however, there is quite a sprinkling of other nations—Swedes, English, Italians, Dutch, Swiss and Americans. I noticed particularly the perfectly free, natural independence of the children. They are here and there, carefully wiping every speck of dust from window sills and mouldings; they watered the plants, fed the goldfish and got the work out ready for the day. The rest of the eighty were marching under leadership of some of the teachers. The little helpers were also under supervision, but not conspicuously so. They seemed to do the work because it needed to be done and as a matter of course. The spirit between children and teachers was very beautiful. The German girls are so motherly. They play with the children as if they enjoyed it as a mother does. I could not but think of Mrs. Browning's poem:

"They know a simple, merry, tender knack
Of tying sashes, fitting baby shoes,
And stringing pretty words that make no sense,
And kissing full sense into empty words;
Which things are corals to cut life upon,
Although such trifles; children learn by such
Love's holy earnest in a pretty play,
And yet not over early solemnized,
But seeing as in a rose bush, Loves divine
Which burns and hurts not a single bloom,
Because aware and unafraid of love;
Such good do mothers."

This institution is based upon the ideal home. Perhaps it is because of this that the mother heart of its students blossoms so sweetly here. The kindergarten is divided into two parts. After the morning exercises, which consist of hymns and a prayer, and is

not nearly so attractive as our own, about one-half of the children go upstairs to the special group rooms. Each student has ten on her roll book. These are of all ages between 3 and 7. The student must know how to give a lesson to the older ones and direct the next in age and provide free play for the babies all at the same time. They have brought this grouping into prominence because it is more like family life and mother must meet the wants of all ages. It is very interesting to watch the display of skill by some of the teachers. The other children remain downstairs and are graded as in American kindergartens. Every half year the groups and grades change places so that each child has training of both systems. One period a week is spent by each class in the domestic science room. Here they do whatever part in the home work they are capable of doing. They always put on big oilcloth aprons and an air of importance. Sometimes they bring in vegetables from their own gardens and help prepare them for lunch. It may be only a few peas or an onion to add to the soup. Sometimes they sort dried peas or beans, picking out the best for the cook, and taking the rest out for the doves' dinner. The feeding of the animals is the regular work of each class for a certain time.

The kindergarten work with the gifts and occupations is much as it is in America. The psychological side of Froebel is better understood in Germany. They have a grasp which I'm afraid our proverbial hurry hinders us from getting.

Many of the students in the training school are young ladies of wealth and culture who have come into the work for the sake of what they can put into it, not what they expect to get out of it. A very handsome looking girl, a graduate of a Swedish school of gymnastics, donates a part of her time to the gymnasium here. I met a sweet little countess one morning over a chopping bowl in the kitchen where we had both been delegated to prepare a certain dish for the children's dinner. She was getting an insight into all departments so she could organize a kindergarten on her estate for her working people.

THE EMPRESS FRIEDRICH

attached so much importance to the domestic science department that her own daughters were the first students of that branch in this school. Among the most enjoyable of my lessons were the ones upon the Mother Play. These were given me by Miss Lyschinska, who was educated in Frau Schrader's family. After Froebel's first

wife died, Frau Schrader had kept house for him. She had also been his pupil and had therefore excellent opportunities for knowing his views upon education. She had treasured in her home many pictures and mementoes of the Froebel family. Perhaps the most precious of all was Froebel's own copy of the first edition of the *Mother Play*. It contained his autograph and marginal notes in his handwriting.

Miss Lyschinska was exceedingly kind and generous with her lessons. My lack of German barred me from the regular theory class, so she was asked to give me lessons once a week. I was surprised one morning at receiving a letter inviting me to come every day.

I thus had the pleasure of many lessons in the cosiest of little balconies overlooking the pretty garden of Frau Schrader's old home. Here she would gather the books she thought might help me and here she brought the pictures and other mementoes of Froebel and here she explained the *Mother Play* and brought back the shadowy past by her vivid description of the man who made the greatest of all discoveries, "the way to the heart of a child." I was most fortunate in being with one who knew so many interesting reminiscences of Froebel. Miss Lyschinska had been superintendent of kindergarten in London and her wide experience made her very helpful to me.

I visited several kindergartens in Berlin which correspond to our own free kindergartens, but it would take too long to tell about them and of the lovely trip through the Thuringawald to Froebel's home and all the places associated with him. This can be told in another report. I found many things that could be adapted to American kindergartens, and I shall never forget the kindness and courtesy met with in every kindergarten.

Higher social traits emerge in the daily evolution of man; are you adjusting the education of man to meet them?

What do you understand by applied ethics?

What do you understand by applied pedagogy?

Society is the fruit of the school. Democracy stands or falls by the democratic teaching of the schools.

The cargo of a small boat should be small,
Too much is worse than having none at all;
So, on the child's mind put but little draft,
If you would save, rather than sink the craft.

—Chinese Saying.



NEW MONUMENT TO PESTALOZZI
On the chief street of the City of Zurich, Switzerland.

THE INTERNATIONAL KINDERGARTEN UNION.
THE EIGHTH ANNUAL CONVENTION TO BE HELD IN
CHICAGO, APRIL 10, 11 AND 12, 1901.

THE professional zeal and high standing of the officers are pledge sufficient that the coming I. K. U. meetings will be equal in deep significance to any previous gatherings. Miss Caroline T. Haven, as director of the kindergarten training department of the New York City ethical schools, is the beloved and honored president, having been unanimously re-elected to this national responsibility at the splendid Brooklyn congress. The first vice-president is Miss Laura Fisher of Boston, who has distinguished herself and her profession by delivering the first course of kindergarten lectures before Harvard university. The second vice-president is the gifted speaker and writer, Miss Elizabeth Harrison of Chicago. The other officers are as follows: Recording secretary, Miss Bertha Payne of the Chicago Institute; corresponding secretary, Miss Mary D. Runyan of Teacher's College, New York; auditor, Miss Nina C. Vandewalker, of the Milwaukee Normal School.

THE PROGRAM.

for the coming Chicago meetings is already arranged and authorized for publication as follows:

Wednesday evening, April 10. Public meeting. Addresses by Dr. Arnold Tompkins of Chicago Normal School and Miss Laura Fisher of Boston.

Thursday morning. General membership meeting. Reports from delegates and appointment of committees.

Thursday afternoon. Four round tables. Subjects: Programs, Supervision, Stories.

Friday morning. Training teachers' conference, open to all interested. Subject: "Simplification of Materials." Chairman, Mrs. Putnam.

Friday afternoon. Address by Dr. Hailmann and by one other speaker to be announced later. Closing session.

On Saturday morning the executive committee hope to arrange for an informal conference on subjects of vital interest to training teachers and supervisors. This conference will probably be a closed one and tickets of admission will be issued.

The Chicago Kindergarten Club as a whole is to be the privileged hostess, and is already active in making preliminary arrangements for her distinguished Easter guests. The officers and executive board of the club constitute the "local board," and are directly responsible for the organization of plans. The members of this I. K. U. local board are as follows: Mrs. Alice H. Putnam as president of the Kindergarten Club is acting chairman; Mrs. Mary Boomer Page, Miss Grace Fairbank, Miss Eva B. Whitmore, Miss Lizzie Whitcomb, Miss Elizabeth Harrison, Mrs. Bertha Hegner, Miss Alice Temple, Miss Mary J. Miller, Miss Bertha Payne, Miss Annie Allen.

The special committees as selected by the board and authorized by vote of the entire club are occupied for the success of the April meetings as follows:

Finance Committee—Mrs. Mary Boomer Page.

Hotels and Accommodations—Miss Mary Jean Miller.

Transportation—Miss Eva B. Whitmore.

Press—Miss Amalie Hofer.

Social—Mrs. J. N. Crouse.

Badges, Information, etc.—Miss Mary Sheldon.

HEADQUARTERS.

The Fine Arts building on Michigan Boulevard, Chicago, is one of the most interesting centers in the city, being occupied from bottom to top of ten stories by artists, musicians, dramatic teachers, literary and book-loving, as well as book-making folk. On the ninth floor are the handsome rooms of the Chicago Woman's Club, looking out over Lake Michigan, which by courtesy of this body are given over to the kindergartners for rendezvous and headquarters

during the entire time of the I. K. U. meetings. All the sessions of the convention will be held in this same building, with the exception of the great public meeting which occupies the opening evening. Pictures of the building and halls will appear with later data in our next issue.

There is every evidence that this, the eighth annual convention of the I. K. U., will be largely attended. All organizations of teachers in Chicago and vicinity are co-operating with the local committee to entertain the guests who will travel Chicagoward in the name of Froebel during the Easter holidays.

Grand Rapids teachers, under Superintendent Elson and Mrs. L. W. Treat, are planning to form a delegation of half a hundred. The Milwaukee Froebel Union have offered their services to assist as a body in making the convention memorable.

The power of the kindergarten over the minds of its students arises from the fact that it connects the ideal of self-culture with the ideal of child-culture. The true woman does not wish to "deck herself with knowledge as with a garment, or to wear it loose from the nerves and blood that feed her action." Therefore she responds with her whole heart to the appeal to learn all she can, be all she can, and devote all she is and all she knows to the service of childhood."—*Susan Blow*.

The ideal of discipline is to train the pupil into habits of self-government. This is accomplished partly by perfecting the habit of moving in concert with others, and by self-restraint in all actions that interfere with the work of other pupils.—*Wm. T. Harris*.

The great republic has produced no two men whose life work has wrought more for national education, and, therefore, for national strength, than that of Horace Mann and Henry Barnard.—*Booker T. Washington*.

Dr. Payne, who is successor to A. B. Hinsdale in the chair of Pedagogy at Ann Arbor, referred recently at a public meeting to that "beguiling but impossible book—Spencer's 'Principles.'"

THE DANGERS OF THE KINDERGARTEN AS SKETCHED BY MISS BLOW IN THE PARIS MONOGRAPH.

AMALIE HOFER.

II.

IN continuing the report of Epoch-making Educational Literature,* as contributed to the Paris educational exhibit, we quote the following paragraphs in full, in the order in which they are presented by the author, Susan E. Blow :

It is greatly to be desired that all cities establishing kindergartens in connection with their public schools should insist upon having a specially qualified supervisor. Without watchful and intelligent guidance the kindergarten tends either to relapse into a mere play school or to become too closely conformed to the primary school.

The ideal supervisor stands to the individual kindergarten in a relation similar to that which the latter occupies towards her children. She quickens their intellectual and moral aspirations, deepens in them the complementary impulses of self-culture and child nature, points out practical errors and suggests the ways and means of overcoming them.

She must thoroly understand the method of the kindergarten, its psychologic implication, and its relationship to education as a whole. She must unite intellectual insight with moral earnestness and practical sagacity. Hence only the most gifted and illuminated kindergartners are adequate to the work of supervision.

Two great dangers assail the kindergarten and threaten to impede its progress towards the realization of Froebel's ideal. The first of these dangers is reversion to instructive games and traditional toys. In some kindergartens children are taught to play street games, while it has recently been urged that "peg boards, tops, bean bags, kites, dolls, jackstraws, hoops, spool, chalk and wire games and the whole toy world" should be added to the Froebelian instrumentalities. Tendencies such as these indicate a complete failure to comprehend what Froebel has done. He recognized in traditional games the deposit of unconscious reasons ; preserved what was good and omitted what was crude and coarse in these products of instinct ; supplied missing links and presented a series of games wherein each is related to all the others and which by means of dra-

*See article in January number of the *KINDERGARTEN MAGAZINE*, page 252.

matic and graphic representation, poetry and music, win for the ideals they embody a controlling power over the imagination. In like manner from among traditional toys he selected those which possessed most educative value, ordered them into a related series and suggested a method by which they might be consciously used to interpret the child's experiences and develop his creative power. If this transfiguration of traditional games and toys is valueless, then the kindergarten has no *raison d'être*. But if Froebel has translated the hieroglyphic of instructive play and found means which, without detriment to the child's spontaneity, influence the growth of character and the trend of thought, then the clamor for street games and promiscuous toys is educational atavism.

The second danger which threatens the integrity of the kindergarten is the substitution of exercises which attempt to wind thought around some arbitrarily chosen center for those Frobelian exercises whose confessed aim is to assist thought to unwind itself. Too many kindergartners have allowed themselves to be betrayed into selecting some object such as a pine tree or a potato, and making all songs, games, stories and gift exercises revolve around it. Between these so-called cases of interest and the exercises clustered around them there is no solid connection. The clustering like the subject depends wholly upon the caprice of the teacher. Could such exercises succeed in their object, the pupils of different teachers would have their thoughts set to revolving around different centers and more than this, around arbitrary and contingent centers. That such a procedure directly contradicts Froebel's ideal will be apparent to all who have understood his writings. That it likewise contradicts every true ideal of education will be evident to all who understand that the function of education is to substitute objective and universal for subjective and contingent associations.

The discovery of related quality in nature, the disclosure of their causes and the reduction of these causes to a system is the great work of science. The discovery of the related activities of mind and their genetic evolution is the work of psychology. The portrayal of the universal and divine man latent in each individual is the supreme achievement of literature and art. To lead pupils away from what is capricious, arbitrary and accidental and thus capacitate them to receive and augment their scientific, esthetic, literary and psychologic inheritance is the great duty of education. The substitution of

arbitrary for necessary cores of thought wherever attempted is, therefore, the parody of education.

The future of the kindergarten in the United States is largely dependent upon the work of the normal schools for kindergartners. The friends of the system must, therefore, view with disapprobation and even with dismay the rapid multiplication of schools with low standards of admission and a low conception of the training they should give. Inexperienced students are attracted to such schools, and the result is that the whole country is flooded with so-called kindergartners who are ignorant of the first principle of all true education.

Certain questions are inevitably provoked by the above able paragraphs, and are likely to occur to such kindergartners as may read them in the light of present day problems. We take the liberty to formulate a few of the same, as they have been put to us from time to time by thinking and constructive workers:

1. Should the "ideal supervisor" also be a training teacher, or one qualified to train normal students?
2. Should the supervisor of a system of public kindergartens have power to select and dismiss her kindergartners?
3. Should these be graduates of the same training school, if possible?
4. Where and how is the ideal supervisor to secure the experience of directing a working force of teachers?
5. In case these are not graduates of the same scheme of training, what should be her responsibility in unifying the daily program of work?
6. How and by whom can the training school of "low standards" be discountenanced? Would it be desirable to have a national examination board?
7. Has such an examination board as operated for many years in England succeeded in raising standards?
8. Should individual training schools be responsible for the weaklings of their flock, or refuse to receive such entirely?
9. Is the comment that "the whole country is flooded with so-called kindergartners" just or overdrawn?
10. Would a higher salary for professional work be a safeguard?
11. What is to be done with a young woman whose fortunate face excuses her from pedagogical responsibilities?

12. In the case of kindergarten training being taken for "culture only," what is to prevent others lighting their torches by the fire of such an one, who offers the same free of charge for "culture only?"

13. How would it do to have each trained kindergartner state herself as to whether she recognizes the psycho-philosophical fact that there is a "deposit of unconscious reason?"

14. As a safeguard to young kindergartners, would it be expedient to furnish them with a program outlined by such as are recognized as "gifted and illuminated?"

15. What should be the criterion in the selection of subjects universal?

16. Would an exclusive adherence to the subjects contained in the Mother-Play book preserve the Froebellian *raison d'etre*?

17. What can be done to antidote the mechanical presentation and the frequent materialistic interpretations of the Mother-Play book subjects?

18. If a kindergarten training school trust were possible (which we by no means claim), could the professional ideals be sustained and controlled beyond all psychological dangers?

19. In taking the traditional games as a point of program departure, should they be interpreted intellectually, sociologically, psychologically or symbolically?

We would be grateful indeed to have any of the above questionings discussed further by our readers.

Some years ago Horace Mann delivered an address at the opening of a reformatory institution for boys, during which he remarked that if only one boy was saved from ruin it would pay for all the cost and care and labor of establishing such an institution. After the exercises had closed, in private conversation, a gentleman rallied Mr. Mann upon his statement and said to him: "Did you not color that a little when you said that all that expense and labor would be repaid if it only saved one boy?" "Not if it were my boy," was the solemn and convincing reply.

The KINDERGARTEN MAGAZINE has stood for thirteen years and continues to stand for all that makes for righteousness in education.

THE ETHICAL AND ECONOMICAL VALUE OF THE KINDERGARTEN TO THE STATE.*

EVELINE A. WALDO.

THERE is a remark which we kindergartners make over and over again and which despite its triteness to us we feel is the best definition we can give. It is, "The kindergarten is a habit factory."

After all, what is character but confirmed habit? In the kindergarten we are trying to give habits of industry, habits of concentration of thought, habits of obedience to law, habits of self-expression, habits of thoughts of others, habits of generosity, habits of justice, and, as important as any of these, habits of success.

Have you ever thought what the habit of success means in a life? Why, if you are in the habit of succeeding, half of any new venture is already accomplished. You bring to this new venture all the strength of conquering former undertakings; you bring to it the sturdy heart that comes from a knowledge of your possibilities, you bring to it the belief that comes from having weighed and measured the good and bad of all that is in any undertaking.

Back of all kindergarten training there is a large outlook on the anthropological study of mankind; a recognition of race tendencies and a realization that only when the individual has relived to its fulness all that had made the race what it is, is he able to take up the life of the world where he inherited it and carry it on to a higher and fuller life than any that has gone before. A recognition that implies, of course, that all the coarseness and ignorance of the world need not be relived, but that all essentials experienced must.

The kindergarten realizes that the "mud pie age" is a racial expression and can be traced back to when men first began to make vessels of clay to contain food. So, too, the race must early have found the necessity for some form of sewing, weaving, cutting and building. The child demands to do these things, and the kindergarten takes these demands for relieving these racial expressions and through play turns them into educational channels. It realizes that play is the natural element, not only of the kindergarten child, but

*Address delivered at Alexandria, La., before the Louisiana State Public School Teachers' Association.

even of older children, and it believes that play is as necessary to the child as water is to the fish. Let a child alone and what does he do? He plays until exhausted.

The child is under direction in the kindergarten even when he is having what we call free play. There is the constant directing of his energies, the conscious idea of some development to arise from each lesson, even though he is entirely unaware of it—a constant planning each day to carry the child farther on in his life's work.

The kindergarten recognizes that the state is not paying us for teaching so much arithmetic, or grammar, or geography, but that it is paying us for making the men and women of the nation; that as the child is, so will the state be; that as the child is, so will future generations be; that the little child is the future mother or father of the race; that what we make him we make the children which are to be some day.

The Kindergarten tries to teach the child that while he is an individual, with all an individual's responsibilities and privileges, he is also part of a greater whole, and that as he is, so will the whole be; that as he does his part, so is the outcome of the whole made or marred.

There are too many don't's in our education—too few do's. The Kindergarten says do—do; it doesn't say don't. It recognizes that the child must be kept busy and that he must experiment, make, create and combine and that if we do not provide the work for him, he will find it for himself.

The Kindergarten realizes that for the child, alike of the pampered home and the slums, the social life is the greatest of all lives; that only in social contact with his equals can the child find his true status, only in contact with his equals can he learn practical lessons of generosity, patience, forbearance, justice and equality. That the larger social life is as much a necessity for the child as for the man or woman.

So much for the ethical value of the Kindergarten. As to its economical value to the state, it has been found that the Kindergarten saves two years of work in the grades. That the child who begins in the kindergarten will reach the university two years sooner than the child who begins in the grades, and that he does this, not because he skips any portion of the work, but because he is prepared to take his work more intelligently, more self-reliantly, and consequently more quickly than the unprepared child.

We see actual demonstrations of this in St. Louis. There it is found impossible to grade the children who enter the primary work without kindergarten preparation with those who come from the kindergartens. The kindergarten children are so much more alert, so much better able to concentrate their thoughts, so much better trained to tenacity of purpose, that they take the work more quickly, more thoroughly, more comprehensibly.

I have had in my work the good fortune to be kept constantly in touch with the grade work of the schools through the night school work that I have done. From the statistics we have gathered we find that the average child gets less than six years of day school life, and that, if he is out of school for two years he forgets so much of his former school work that, when he comes to night school, he can only be graded about where he was at the end of his fourth year. If you will give us the children in the kindergarten for the two years that precede the school period we will raise the six years to eight years of actual training, and as the child will come into the grades better prepared for his work, he will take it more intelligently and so be better educated at the end of his day school life.

We are too curative in our measures. We want more preventives—curatives—when necessary, but first of all we want all that acts as a preventive of crime; all that can build towards a higher civilization.

The state owes to the children the best that can be done for them. We have the right by law to establish kindergartens. You may not understand what we kindergartners are trying to do. You may not understand our methods, our ways, but few of you will either have the time or the will to make a study of us in the near enough future to make it possible for us to save the little children of today. You will have to take us on trust until you understand and believe in us.

We kindergartners are begging for two years of the child's life, and have proved elsewhere what it will mean to the children. You will have to do as the constitutional convention did when it sanctioned the amendment giving the state the right to establish kindergartens in the public schools. Some few knew what it meant and asked for this right; the rest took it on trust.

The public schools people of the state will have to take us on trust until we prove ourselves. A measure on which depends so much that is of importance to the future of the nation should not be left to philanthropy and charity—should not be left to the whims

of the people. Nothing can be at its best that is not established on a sure footing and that is dependent for its origin and support upon the fluctuations of private interest and generosity.

Education should be the gift of the state and all that can make this education more efficacious, more thorough, should be put on such a basis by the state that the question of its support, its dependence, is beyond the possibility of being affected by either the fluctuations of charity or philanthropy.

The state should realize that as it makes the children, so will its future be.

If we are going to do this work we do not want to rush into it and later have to undo what we have done. All teachers of all grades should have a kindergarten outlook and understand kindergarten methods, and all kindergartners should understand at least primary work.

I have been watching for the last six or eight years for the establishment in our state normal of a kindergarten training department, and I hope at no distant date the state normal, following the city normal at New Orleans, will establish a thoroly equipped training department, under a thoroly competent teacher. If not we will have to import our kindergartners, and the kindergarten will stand a thing apart and unrelated, not a part of the training of every teacher of our state.

"I like your new cover and the first number of the new twentieth century series very much.—*Lucy S. Silke*, Chicago.

"The MAGAZINE is so pretty this month, and I need not say how good it is, for it is always a treat and so helpful."—*Agnes E. McKenzie*, London, Ont.

A RICH LEGACY.

There's one little charm you are rich in possessing,
Should fortune deprive you of everything more;
A dowry that needs no gold in acquiring
Comes not from the pages of intricate lore.

But softly it lingers in all things about you,
Its sweetness from nature you freely may quaff,
To find it you have but to seek out life's sunshine,
To possess it is simple,—to know how to laugh.

—*Phil Hoffmann in Exchange.*

THE MEETING WITH THE MAN IN THE WOOD.

BY ELEONORE HEERWART.

ON my way to Oberweissbach, Froebel's birthplace, I was staying a few days at Blechhammer, a place consisting at the time when the occurrence here described took place, of an inn and a mill. The mill has now ceased to exist, for it burned down some years ago, but a new hotel has been erected for the numerous visitors who come to that charming valley on the river Schwarza to enjoy the wooded hills that line the valley on both sides, to inhale the salubrious aroma of the fir trees. It happened that one evening when taking a walk through the forest, I met an elderly man busy cutting wood and uprooting trees. He exchanged the usual greetings, and on raising his head from his work my eyes met a pleasant and open countenance that seemed to invite me to speak to him, and the following conversation ensued :

I said, "You are doing hard work."

"Yes," he answered ; "it is not easy to uproot some trees, while others come out readily ; but my thoughts are with my work and that makes it less tedious."

"How do you mean this?"

"You see," he continued, "some trunks come out without much trouble, their roots lie more on the surface ; others hold fast to the ground, they are entwined with the rock beneath, and these I liken to men who stand firm in their faith, whilst the others forsake it on the slightest occasion ; they follow the hand that pulls them. I see a difference between the same kind of tree, and that makes the work quite interesting, so that I do not think of the hardship. People come into my mind who have little faith in God, and others who have none, and their lives are shaped according to this difference."

"You are right," said I, "and I am sure you are one of those who have strong faith in God."

"Yes," he replied, "I have."

Now he sat down on a moss-covered stone, took out his simple meal and enjoyed it. I followed his example, chose a rock to sit upon, and ate my luncheon, which I had brought with me. After a

*Reprinted from article on "What Does Froebel Say of Work," in *Hand and Eye*.

lapse of a minute or so my companion took up the thread of our previous conversation, and said :

"Work is one thing, rest is something else. While I am resting I look up to the blue sky through the branches of the trees and think of God who gave me food, and health, and I feel refreshed and am ready for work again when meal time is over. In the meanwhile I have the company of birds and butterflies ; sometimes there are squirrels above me, or a deer stands in the distance looking at me ; all this reminds me that God, who made these animals, gave each a different form, and how wonderfully is each animal adapted to the life it leads. Many a tourist has come to ask me about my observations, and I am told they have printed them in books."

To hear this was quite interesting to me. We exchanged a few more words, and when I left him I said good-bye as to an old acquaintance, for however interesting his talk, I could not keep the friendly man from his work any longer.

I continued my way upwards to a beautiful spot, where I could look down on the lovely valley, and there I stayed to watch the sunset, which made the water of the Schwarza look like gold, and gold, I know, has been found in that river, for the wedding rings and goblets at the castle of Schwarzburg are made of that river gold. My thoughts were still occupied with the man I had met, who, like the village blacksmith, had taught me a lesson. It struck me that he was the personification of what Froebel said in his "Education of Man." In that book, page 57 (old edition in the Froebel museum in Blankenburg-Schwarzathal), three words are printed in large letters : "Religion, Industry, Temperance." Indeed, there was expressed in that face what Froebel means when he says : "Where these three are united there is heaven on earth, there is peace, joy, blessing." Not in opulent surroundings I found the happy man, but in the open air, among lofty trees forming a dome ; not in luxurious garments, but in the woodman's garb. Would that all men possessed that state of happiness ! It is possible to possess it ; it is meant that it should be owned by every man, for God has given us everything to help us towards it ; ways, means, opportunities. An obstacle to obtain this happiness is often that we separate Religion from Work, imagining that the one is sufficient without the other, but it is not so. Religion alone may degenerate into idle talk, empty verbiage, intolerance, fanaticism, when it is not proved by actions corresponding with the precepts ; and work without religion lacks sometimes in

grace and beauty ; it becomes work without hope, drudgery, slavery, and man is a machine if his heart is not in what he is doing. Work needs God's blessing to begin with and to finish it ; it must be cheered by such words : Well done, thou good and faithful servant.

And why did Froebel associate temperance with religion and work? The answer was expressed in that wood-cutter's life, and healthful countenance, whom I met in the forest. We may add frugality, moderation, to give the exact meaning of the German word, *massigkeit*, that is here translated temperance. There was no excess on either side ; the man rested, saving strength to give him new energy ; he enjoyed a simple meal which gave him nourishment, and there was no superabundance of eating and drinking ; the meal was accompanied by happy thoughts suggested by the surroundings of nature's beauties. It was the picture of contentment, a fundamental part of true happiness. Christ himself teaches us that fearing is not loving, for He says : "My meat is to do with the will of Him that sent Me" and "Is not life more than meat?"

Not in palatial residences alone do we find goodness and honesty. Has not Pestalozzi pictured a model wife in his Gertrud, who taught her children to pray and work? To be religious, industrious and temperate is possible for everyone ; if we cannot be perfect we can cultivate these virtues, upon which others are built up, to make us more perfect. To arrive at this Froebel wants to show us the way by his new method of education.

Germany spends \$50,000,000 for the education of 55,000,000 pupils.

Many of the normal schools of Germany receive only 100 student-teachers, all of whom must have had eight years of common school, three years preparatory and finally their regular professional course.

It is a recognized fact that American students average being two years behind French or German university men, in scholarship tests.

Five hundred thousand teachers in America, you are shaping the twentieth century merchants, professors, politicians, as well as the fathers and mothers.

As well try to conduct a normal school without a kindergarten as to haul a load on a three-wheeled cart.—*Duncan McGregor*, of Plattville, Wis., Normal School

The Meeting of the Ways

Home, Primary, and Kindergarten

In this department will be given articles bearing upon the concrete questions constantly arising in everyday practice work. It will also form a "point of contact" between home, kindergarten, and the upper grades. The editor will be pleased to receive and consider any questions or suggestions relating to the problems that daily confront the thinking parent and teacher.

As promised in the January issue of *The Kindergarten Magazine* we continue this month the discussion upon needed improvements in Sunday School work.

In an address recently given before the Chicago Union of Liberal Sunday Schools, Miss Marie Ruef Hofer spoke as follows upon the subject:

SOME IDEALS FOR SUNDAY SCHOOL WORK.

In discussing the problem of Sunday School music, we meet the same difficulties which present themselves in home and school and social life. When we try to answer such questions as why children do not sing more spontaneously and better, or when we investigate the quality of Sunday School music, we need to look for cause and reason not in the facts themselves, but in conditions. To-day we stand in a concussion of ideas and opinion. Life is original and daring. For the most part we must content ourselves with snatching at the ideas as they flit rapidly along. There is not much time for thinking. To think means to pause, to ponder, to consider and reflect—yea, perchance to get "behind the times," which fatality may easily overtake us between nightfall and dawn. We are in a state of "trying on" ideas, much as we do ready-made clothes, seeking a fit from among the thousands of methods and opinions placed at our disposal.

The children of today are true citizens of their time. They are small sensationalists, reflecting on a lesser scale the conditions about them. In the better homes the strenuous life of the elders is repeated in the miniature attitudes and habits of the children. In the poorer neighborhoods existence is made endurable by the excitements of the street—the patrol wagon, the accident, the fire, the police station, the variety theater. These offer more rare attraction to them than can possibly be offset by the milder diversions of church and Sunday School.

With the thousand and one preoccupations of "real life" the Sunday School teacher hardly finds the mind of the child fallow ground for religious instruction. Our changed views as to the

religious teaching of children has brought added difficulty of supplying appropriate material. The lugubrious and doleful children's hymns of Watts have no place in the child world of today.

'Tis dogs delight to bark and bite,
For God hath made them so,

Is sentiment scarcely compatible with the moral views we wish to inculcate. Twenty years ago children sang unctuously and with spirit:

I want to be an angel
And with the angels stand,
A crown upon my forehead,
A harp within my hand.

Alas, the child of today has no such aspirations. Another song which was a great favorite has the true American ring which will still appeal to the weary parent soul:

I should like to die, said Willie,
If my papa could die, too;
But he says he isn't ready,
'Cause he's got so much to do.

The Moody and Sankey hymns which followed did much to popularize religious singing, but have also led away from the taste for fine and noble church music which the religious experiences of the past called forth. We have outgrown the old theological terminology, as well as many of its propositions, but with it have lost much of the dignity and reverence which it inspired.

Thru the principles and methods of the new education the work of meeting the needs of the children has gained great impulse in the primary departments. This is bringing up new subject matter, and it is hoped that new or better standards for music will be attained.

In the magnificent inheritance of church music which we have at our command there is much suggestion. The chant, hymn and choral are early religious forms of music. In the chant we have the simple intoning of a sentence on one note—talking with the singing voice. In the choral we have the natural resting and breathing at the end of the line. The sentence gives occasion for the natural recitative of the voice. These because of their simple musical structure offer opportunity for the direct expression of thought thru music. It is impossible to chant the Lord's Prayer without praying before you get thru it. All these forms are directly helpful in establishing religious sentiment. Children are naturally serious and like slow, simple music. By actual test made more children chose the Doxology than any other selection. As teachers we must learn to value the moral difference between a fine, structural hymn built on grand and inspiring harmonies and the mere sensuous melody and motion of a two-step. It is a wrong

both ways when we set words of sacred intent to a well-known love song.

To say that children love the best is one thing, to demonstrate it quite another, as the practical teacher finds. In truth the child loves the strong, the noble and the beautiful, but in the present conflict of ideas he must be brought face to face with it. He must have it interpreted to him. In music the message is so direct it can scarcely fail to reach him. If we wish the child to sing large thoughts we must first help him feel large thoughts. To take a grand sentiment of praise, patriotism or worship and merely mouth or chatter it, we acknowledge to be spiritually a failure. It takes courage, conviction and piety, however, to demand high thinking as a preparation for better singing in church and Sunday School. The futility of asking for the one day in seven reverence, dignity and respect of thought and behavior, never occurs to us. In religion it is useless to be popular or clever or to hurry. We must be simpler—more old-fashioned. We must repeat more. We must sing fewer songs and better ones. We must sing more strong Bible and less weak dilution in popular verse. The Sunday School song should be of such a character that it unconsciously opens the door of the child heart to praise, to prayer, to love, joy, hope and aspiration.

Let us lead the children to think thought and live life thru music and we will get better expression as well as more sincere love for song. Good singing is right thought and action in the fullest sense. To incorporate the spirit for rightdoing in song will make far better art as well as better religion.

SUNDAY SCHOOL FOR LITTLE CHILDREN.

Mrs. E. Frances Soule, author of "Sunday Afternoons for the Children," has answered several of Miss Blow's questions upon the "Mother-Play," as follows:

"Sunday School teachers need far more careful preparation for their work than those in any other department of education. They deal most truly with the highest in the child; there should be a continual realization of the sacredness of their privilege. Love can and will permeate where other so-called "methods" would prove fruitless.

"There are many books written by experienced workers that offer abundant aid in Sunday School work, but the best suggestions will be worthless unless combined lovingly with the heart and mind of the teacher.

"Much of the kindergarten material is useful and should be gladly welcomed by all intelligent teachers, but careful thought needs to be taken lest the variety of objects create greater interest than the truth to be impressed. Children attending kindergarten thru the week do not need the same kind of "occupations" in the Sunday School.

"The age of four years is rather young for the average Sunday School work. A separate room should be allotted these tiny tots, and the work done there should be entirely that of song and illustrated story, with one central thought of some truth to carry home, if not more than one word."

Mrs. Soule then relates an incident to point the moral of simple clothing for the children, that heart-ache may not be aroused on the one hand and vanity on the other.

"There is a difference of opinion regarding the attendance of very small children at church. But I think it should never be a requirement. Rather influence them into loving the service. Take them as a pleasure to sit beside father or mother. At seven, if health permits, the children ought to be at one service every Sabbath. Tell them the pastor needs their presence. Teach them the lovely poem, "Dear little heads in the pew," for a Sunday evening talk.

From my own experience I feel the chief aim in the early religious education of the child is to teach that God is their Father, that He cares for every detail of their lives. Teach the children they may tell Him everything with reverent, glad hearts. This cannot come too early in the mother's duty. The thought emphasized and carried on in the Sunday School strengthens the home influence greatly. Teach him that all the world is our Father's, and that we may praise Him anywhere, with our hearts or with our voices. I wish the "Te Deum," or the Benediciti, could be sung in every home on Sunday morning.

The "Church Invisible" to me means just this: The realization of an ever-pervading Presence distilling love, peace and all good throughout this great universe. That those who have passed out from earthly vision are also lifting hands in prayer and praise.

Both for themselves and those who call them friends
For so the whole round earth is everywhere
Bound by gold chains about the feet of God.

ALL SOULS CHURCH, OF CHICAGO.

Jenkin Lloyd Jones, pastor, has decided to try the experiment of using only a limited number of hymns throughout the year; naturally much thought has been bestowed upon the selection of these. It is hoped to thus familiarize the children with, and make their own, a few choice hymns rather than to give them a vague acquaintance with a great number and variety. Care will be taken, however, to give sufficient variety to prevent a stereotyped familiarity.

The pastor himself holds weekly meetings with both the mother and the Sunday School teachers of the children.

The following words are repeated every Sunday morning as a part of the Sunday School service:

*We trust in The Living God, Father Almighty, maker of

*Adapted from John Ruskin's Pledge of the Guild of St. George.

Heaven and Earth. We trust in the kindness of His Law, and the goodness of His Work. And we will strive to love Him and to keep His Law, and to see His Work while we live.

We trust in the nobleness of human nature, in the majesty of its faculties, and fullness of its mercy and the joy of its love. And we will strive to love our neighbors as ourselves; and even when we cannot, we will act as if we did.

We will not kill or hurt any living creature needlessly, nor destroy any beautiful thing; but will strive to save and to comfort all gentle life, to guard and to perfect all natural beauty on the earth.

We will obey all the laws of our country faithfully, so far as they are consistent with what we believe to be the Law of God; and when they are not so, or seem in any wise to need change, we will oppose them, not with violence, but deliberately and loyally.

We will strive daily to raise body and soul into higher powers of duty and happiness; not in contention with others, but for the help, delight and honor of others, and for the joy and peace of our own lives.

We will labor with such strength and opportunity as God gives us for our daily bread; and all that our hands find to do we will do with our might.

COLONEL PARKER AND SUNDAY SCHOOLS.

Among some of the strong statements made by Colonel Parker before the last meeting of the Chicago Union of Liberal Sunday Schools he said: "The needs of education are to be found in society. That gives a definite purpose in education.

"The ideal determines everything.

"One thing we should do—study society carefully and apply the remedy in our public schools. Our common schools are the most divine institution on earth. To get the best expression it must be governed by the highest motive.

"All education is harmful that is not intrinsically religious. Religion is shown by act not by creed..

"Why do we foolishly offer rewards? Because not character but knowledge is our aim and that has to be measured. Flogging is better than such rewards. One degrades the body; the other the soul.

"The great movements of the twentieth century are to be centrally along the line of education. We are growing a little tired of cannon and navies, of slaughternig men.

"Reconciliation comes through action, not feeling.

"Home should be the central institution, re-enforced by school and Sunday School. Test the children's progress in school by their helpfulness, trustworthiness, thoughtfulness, capacity, at home. That is a sad home where the child has not opportunity to do any work."

Colonel Parker would encourage spontaneity in school and Sunday School; he would have no system of rewards, no speaking of pieces, nothing to induce self-consciousness. He would include something of current events—up-to-date topics in real life. He would give place to noble literature and good music and to field excursions. He would induce life through action. He that doeth the will knoweth the will. He would have trained teachers.

MORAL INSTRUCTION.

The following questions, which appeared some months ago in the official report of the Detroit public schools, deserve the attention of all interested in character building:

HOW SHALL MORALS BE TAUGHT?

1. Every human being is a teacher of morals, and the character of our work is decided by what we are, rather than by what we say. What, then, is our duty?

2. The mother is to the little child as God; that is, the little child gets its first ideas of God's love, truth, and justice from what it sees her do, and it is exceedingly hard to alter these ideas afterward. What, then, should the mother be?

3. Moral instruction should be given very sparingly, as a too great use of these means will make the child, according to its temperament, indifferent, hypocritical, or morbidly conscientious. How, then, can we accomplish this work?

4. What did Emerson mean when he told his daughter that he cared more to know who her teachers were than to learn what studies she had chosen?

5. We are apt to forget that the child's moral character is largely determined before he enters school, and that the unkind word at the table, the unseemly joke, and the improper picture in the newspapers are among his most powerful teachers. What is your duty and mine?

The teacher stands next, in influence, to the parent. As the child's moral character is determined very early, and is very hard to change afterward, do you not think that every parent and teacher ought to work together in this field? Is not your child apt to suffer if you do not? What, then, do you intend to do? Will not your club discuss these topics?

Our own attitude toward truth determines always the worth of our teaching; the lesson (no matter whether it be a page in arithmetic or a portion of the Bible) is only a tool used in the building of character.

For the latest and most advanced thought on this subject read:

1. The Bible.
2. Can Moral Conduct Be Taught in Schools?—Forum, January, 1893.
3. The Moral and Religious Training of Children and Adolescents.—Pedagogical Seminary, June, 1891.

4. Froebel's Education of Man.

PROGRAM SUGGESTIONS.

"Light! more light!" such were the last words of Goethe. This utterance of expiring genius is the general cry of nature, and echoes from world to world." What was said by that man of power—one of the oldest sons of God—is said by his humblest children the least advanced in the scale of animal life, the molluscs in the depth of ocean; they will not dwell where the light never penetrates. The flower seeks the light, turns towards it; without it, sickens. Our fellow workers, the animals, rejoice like us or mourn like us, according as it comes or goes. My grandson, but two months old, bursts into tears when the day declines.

How great, then, is happiness in the morning when terrors vanish, when the gladness fades away; when the smallest coppice brightens and grows clear! What chattering on the edge of every nest; what lively conversations! It is as if there were a mutual felicitation as seeing one another again, at being still alive! Then the songs commence. From the furrow the lark mounts aloft, with a loud hymn, and bears to heaven's gate the joy of earth. As with the bird, so with the man. Every line in the ancient Vedas of India is a hymn to the light, the guardian of life."—*Michelet*.

True light is where one loves.—*Michelet*.

Light, whether natural or artificial, is a fascinating subject, which comes within the experience of every child, rich or poor, of city or country. It needs, however, to be handled with much wisdom and discernment. The following suggestions are quite general in character, but the trained teacher will know what and why to select that which will give her particular children what they especially need.

She will, of course, read afresh the mother-play commentaries on light. An impressive bit of collateral reading is Whitman's poem, "A Child on the Beach at Night."

Let the child absorb and express what spiritual premonitions may stir in and around him, just as simply and naturally as pine and oak expand in the all-prevailing sunlight. Beware of imposing artificial and adult ideas upon the sensitive, outreaching child-mind.

Stories.—Tell stories in connection with mother-play pictures. In Miss Harrison's "Two Children of the Foothills" will be found a suggestive one in reference to the "Little Window."

"Deluge" (as in Bible, emphasis placed on rainbow). "The Wind and the Sun" (Aesop). "The Farthing Rushlight" (Aesop). "The Man and His Shadow" (Aesop). Tell of stars as guides, especially in tropical countries.

"Star of Bethlehem." Explain cardinal points of compass. "Said the Wind to the Moon, I Will Blow You Out" (poem by George Macdonald). "Persephone." "Iris" (Flora Cooke's "Nature Myths"). "The Moon in the Mill Pond" (Joel Chandler Harris. Retold in "Folklore Stories," by Miss Wiltse). Several poems in

Stevenson's "Child Garden of Verses." "Paul Revere's Ride." Lighthouse stories, as of Grace Darling. Tell of signal fires, bonfires, used in ancient times and now in times of war. Here is opportunity to speak of George Washington in this birthday month. "The Image and the Treasure" (Scudder's "Book of Legends").

Talk of cats and other night animals, with adaptation of eyes. Notice reflection in pupil. "Dog and His Reflection (Aesop). "Snow Queen" (Anderson). In "Nicholas Nickleby" is a beautiful story of the origin of the stained glass windows of York Cathedral, known as the "Five Sisters." Children who have done a little weaving would appreciate the relation between the sisters' handiwork and the beautiful glass. Tell story of Abraham Lincoln and how he studied by light of log fire with wooden shovel for slate and blackboard. Lamps, lanterns, candles, Davy lamp, headlights, gas, electricity, railroad signal-lights, etc., will prove subjects for many talks. In all these talks, however, let children feel that night is a needed and blessed time for rest and sleep. It is not to be feared.

Songs.—Light songs in "Mother-Play Book," including "Shadow Rabbit." In this connection the Hindoo myth of the rabbit in the moon, told in Miss Wiltse's "Myths and Mother Plays," would be interesting. Rainbow Song (Tomlin's "Child Garden of Song"). "How Are the Children Awakened?" and "Bye Baby, Night Has Come" (song stories for the kindergarten by Patty and Mildred Hill).

Plays and Games.—Give opportunity to try to catch the light bird or rainbow fairy, reflected from prism and from water as well. Let the children walk, looking thru the prism, which presents a strange world to them. Let them look thru glass of different colors—and suggest the life analogy. Dramatize the story of the "Wind and the Sun." Let the children guess by the actions of the actor whether the sun or the wind is having his turn. Dramatize "How Are the Children Awakened?" An interesting variation can be made by darkening the room, and gradually raising the shades as the sun is supposed to shine. Dance as rainbow fairies ("Six Little Fairies Came," in "Songs and Games for Little Ones," Jenks and Walker). Dramatize "Paul Revere's Ride." Play lamplighter. Some children are placed as lamp-posts up and down imaginary street. When the eyes are opened the lamps are lighted. Extinguish by snap of fingers. Dramatize lighthouse story.

The making of soap bubbles is apropos now, if at no other time.

Play with doll, put to bed, sing awakening song, and after taking dolly up, put bedding in sunshine. Have sense games, matching colors with gift-balls, silks, wools, feathers, etc.

Make rows of lamp posts, of sticks and second gift beads, in sand.

Occupations.—Make "rainy day" rainbow of colored papers. Place result in booklet or so mount it that it can be used as decora-

tion for match-box (matches give light). Weave a rug (doll-house) or hammock of rainbow-colored worsteds, make color-top of button mould, children cutting circles of colored paper. Let children observe difference in tone when colors are in sunlight, shadow, and total darkness. It will be interesting for the teacher to carefully note how far the little folk can discriminate in this particular.

If possible let the children make a frolic of washing the windows, with a view to the suggestion that light is all pervading and will enter where entrance is desired and afforded. After cleaning windows, wash cloths and hang in sunshine. Tell how in former times oiled paper was used before glass became common. Illustrate by oiling paper. Have a little talk about shades and why they are needed. Draw windows of various kinds. Draw outline of church window with a few lines to suggest design. Prick the outline and hold up to light. This is a case when pricking is quite in place. A wise teacher will notice if the children tend to grow too tense over the work. Break the tensivity if necessary by a little talk about the subject in hand. Have the children look thru a pin-hole held close to the eye. Make stained-glass window, using gelatine film for glass. It may be necessary for the teacher to draw the gothic outline on paper for the children to cut. The result is a pretty transparency, to please a sick playmate. Paste the films on the frame, trimming after instead of before pasting.

Put potato in dark box or cellar, admitting light from one direction only. Observe how sprout seeks the light. While in cellar throw light into dark corners and see if all is clean and orderly. If not, have cellar-cleaning bee. Where light penetrates, disorder flees. Notice plants in windows. Do all sides look equally thrifty? Make blue prints. Place leaves or silhouettes upon piece of blue sensitized paper. Put beneath rays of Magician Sun, with piece of glass to hold it in place. Fix the impression by putting in cold water. A series of paper folding designs can be made, including the plain square for the window-shade, the window, dark tunnel, lantern, and light-house. Make the latter of three separate units, foundation, tower, and window.

When considering artificial lights, make candles. Clay makes an excellent mould.

A lamp can be taken apart, cleaned and filled. This is a good time to point out the interdependence of parts. Each must be clean and in its right place, in order that a pure flame may be secured.

Let children collect pictures of sun-illuminated landscapes, moon-light, star-light, etc. Make booklet cover of white paper. Paint the front clear yellow, significant of sunshine. Paint the back dark blue, and paste thereon a crescent moon and tiny stars.

Gifts—Matching colors with balls. Evening games with same.

With building gifts make structures having different kinds of windows. The second gift makes a fine light-house.

Valentines—Pretty gifts can be made by cutting hearts of white or tinted paper. Gild edges and place scrap picture in center. Fasten several together, one below the other. A fascinating one for the children because it has the added charm of mystery is made thus: Fold a circle three times, beginning at the corner; make cut across, not quite to the opposite edge, turn, and make a parallel cut almost to the opposite edge; do this alternately till the base of the triangle is reached. Open and you have a pretty open-work effect which is doubtless familiar to many who read these words. If made of gilt paper and pasted by the edges upon a piece of cardboard with a scrap picture directly beneath the center, a very delightful valentine is obtained. The children greatly enjoy raising the center to peer thru the slits upon the picture below.

A great work requires great preparation.—*James Lane Allen.*

The school is for society, hence society exists for the school.

A democratic education is one that is of the people, for the people and by the people.

The schooling of the recurring generations is in the hands of teachers. Who are these teachers? What are they?

The public schools of the United States are distinctly democratic institutions, in that all help pay for the common privilege.

The child gets the largest part of what he gets from his bodily activity, until he learns to work systematically with the intellect.—*Dewey.*

"The kindergartner must keep her head above water, if she is to pursue the larger social meaning of her work."—*Supt. Elson, Grand Rapids, Mich.*

"Only handsome women should become kindergartners," said a superintendent of schools recently. Would he extend this prerogative to mothers and fathers?

It would be interesting to know how many married women were once kindergartners. Also how many kindergartners attended when children the daily kindergarten.

The German university is a republic within a monarchy, the government having no authority to remove any member of a faculty or university senate for any reason, except with consent of the senate.

Genius unexerted is no more genius than a bushel of acorns is a forest of oaks. There may be epics in men's brains, just as there are oaks in acorns, but the tree and book must come out before we can measure them.—*R. W. Emerson.*

NOTES FROM THE EDUCATIONAL FIELD.

The Kindergarten Section of the Wisconsin Teachers' Association met in the Normal Kindergarten room on Thursday, December 27, at 2 p. m. About fifty kindergartners and primary teachers were present. Miss E. R. Wylie, of Madison, Wis., a former pupil of Mme. Kraus-Boelte, occupied the chair, with Miss Myrtle Carpenter, of Platteville, as secretary. The first topic on the program, "The Child's Brain-Growth and Development," was introduced briefly by Miss Eva Morrison, of Madison. Miss Morrison emphasized the vast gulf which separates the child from the adult physically. She also showed how the modern paidologists are proving scientifically Froebel's position concerning the necessity of exercising all the senses and providing stimulus in early childhood for each sensory and motor brain area. Halleck's "Education of the Central Nervous System" and Froebel's "Mother Play" dovetail into each other.

In securing the growth and development of the child's brain we simply observe Froebel's rules concerning food, rest, fresh air, exercise of senses, and assimilation through self-activity. In discussion of this subject Miss Vandewalker, of the Milwaukee Normal School, said:

In his "Growth of the Brain" Donaldson tells us the number of brain cells in the human organism is limited to those which we bring into the world with us. No after process can increase this number, but by allowing the fullest, freest exercise of eye, ear, hand, we can immensely increase the powers of these cells, we can develop them to an almost unlimited extent.

In the absence of Mrs. Coull, of Menominee, Miss Carpenter introduced the topic, "Training the Brain in the Kindergarten Versus Teaching the Mind." The ideal of teaching is to draw out the child's own activities, powers and possibilities, not to pour into a receptacle our ideas. But in training we have the ideal in our own mind and in helping the child to reach this ideal we give him all the assistance which experience may render inexperienced. Too often the kindergartner looks at the product, aims at results rather than at activity of the child. Consciously or unconsciously she values her work by *what* the child does and not by *how* it has been done.

Miss Nichols, of Superior, thought one great defect of the present kindergarten system lay in allowing incompetent persons to attempt the training of the mind. Their ideals being derived from their own school education lie in the imparting of facts, and, possessing no faintest inkling of the possibility of training by activity, they fail of course to secure the benefits of such training to the children placed under them. Miss Vandewalker thought it important not to overlook the fact that while giving the child opportunity for sense activity we *are teaching* him in the surest, truest manner.

Miss Georgia Johnson, of Appleton, next presented a most instructive paper upon "Training the Senses; the Foundation of Mental Growth." Miss Johnson based her work entirely upon the "Mother Play," making such additions as modern life demand. She said the survival of the fittest

meant simply those who used sight, hearing, touch, throw while those who failed in sense activity were crowded to the wall. The most important senses in the training of perception are sight and hearing, closely following these comes touch. Among grade teachers there is frequent complaint of tone deafness. This may be entirely overcome by rhythmic in early life. Drawing furnishes unexcelled opportunity for cultivating the observation.

In introducing the subject, "Does Training the Senses Determine the Subject Matter of Programs and Choice of Material?" Miss Vandewalker suggested that it might be well to discover the sentiment concerning prepared versus impromptu programs. The discussion following was quite the most animated of the afternoon. Most of those present declared themselves in favor of a program prepared in advance upon the fundamental interests common to all children rather than attempting to vary each day's work to suit the erratic interest shown by possibly one child in the circle of sufficient personality to make himself heard and attended to. One kindergarten present confessed to having held a snowy day program in abeyance three weeks waiting for a suitable day, only to find when the day came that no child seemed especially interested in snow.

Upon being asked for her opinion the chairman said: "If all kindergartners were broad-minded, liberal-cultured women with a deep love for children and a thorough, comprehensive knowledge of practical psychology, it would be safe to say that a general program covering a year in a logical manner might be given, and the kindergartner trusted to fill in details and present the program according to her children's separate and special necessities. But under existing circumstances, when poorly trained, immature, often ignorant, uncultured girls are placed in charge of large numbers of children, such a general program is dangerous in the extreme. The second division of the program, "The Motor Activities as Avenues of Expression" ("Development Depends on Expression"), was opened by Miss Morrison, who said: "The motor side of anything appeals to the child. Ask him 'What is a knife?' 'Something to cut with;' 'What is bread?' 'Something to eat;' 'Tell me about a cow,' 'A cow gives milk.' Thus his definitions show what attracts him. For a long time the idea was current that expression meant the product of tongue or pen. This idea is rapidly being displaced in educational circles by the broader conception that the hand in manual labor is also a grand means of expression for the workings of the mind. The statuary, pictures, architecture of ancient Greece or of the Middle Ages, tell us quite as much what the people thought as does the literature. In Dr. Dewey's School and Society there is a plea for manual training in the schools, giving reasons for the present necessity for such training, which should be read by all kindergartners. The cabalistic letters, D. S., K. S., B. S., may be selected as the kindergartner's motto, and may be interpreted to mean that we give our children an opportunity to do *something*, thus leading them to *know something*, which in time will result in their *being something* in the best sense of the term."

In the discussion which followed and was concerned principally with the use of constructive materials as opposed to or in conjunction with Froebel's gift and occupation material, many questions were asked as to

expense, discipline, possibilities of the new material for public school kindergartners and particularly those who have large numbers of foreign children under their charge. The kindergarten in connection with Miss Wylie's training school in Madison reported the use of constructive material such as wood, clay, pasteboard, cooking almost to the exclusion of the gifts and occupations. Miss Nichols reported excellent results from similar procedure in a newly organized public kindergarten in a poor district in Superior. Miss Vandewalker urged great caution in discarding tried and proved ideas for the introduction of comparatively untried and untested opinions. She thought the fundamental need of childhood—self-activity—could be secured by a rational use of a logically arranged system of procedure better than by an indiscriminate attempt to use everything which presented itself. Miss Carpenter suggested that much of the Froebelian material required the use of co-ordinated muscles at too early an age, but thought this material is being thrown aside by progressive kindergartners.

Many of the kindergartners attended also the sessions of the child study department under Professor O'Shea. It is to be hoped that no one missed the fine exhibit in the gymnasium of manual training work prepared by the Woman's School Alliance. In this exhibit the kindergarten was well represented by sewing, weaving, paper folding, drawing and coloring.

—Reported by Eva Morrison.

Of Little Miss Muffet's Valentine—A Story.—Little Boy Blue was very anxious to send little Miss Muffet a valentine, because, of all the little children in Mother Goose village, he loved her the best. But, dear me, valentines cost money, you know, and Boy Blue had none!

What time he was not under the haystack fast asleep he was blowing his horn or watching the cows and sheep, so there seemed to be no time for him to earn any money. At any rate, he told Mother Goose about his wish. She was the dearest old lady in all the world, and everybody in Mother Goose village loved her and went to her when in trouble. She promised to tend his cows and sheep while Boy Blue went through the village seeking for work. So off he started as fast as his fat, chubby legs could go, thinking about little Miss Muffet and how much he loved her! And soon he found plenty to do.

First, he went to the old woman who lived in the shoe, arriving there just in time to keep the youngest girl from falling out over the heel of the shoe! A most dreadful fall! Here he was busy for a time, helping to serve the broth and put the children to bed. Next he visited the old woman who brushed cobwebs from the sky, and the crooked man who lived in the queer, crooked house, and Peter Piper, for whom he picked a peck of peppers. He went also to Simple Simon's, who gave him ne'er a penny, and to Jack Sprat's, who gave a penny but nothing to eat. Then he hurried on to Jack Horner's, to little Sally Water's, to Jack-be-Nimble's, to Humpty Dumpty's, to Tom Tucker's, to Jack and Jill's, to Margery Daw's, to Mary Contrary's, to Tommy Tucker's, and even to Old Mother Hubbard's house in search of jobs! And every one of them—except Mother Hubbard—gave him work to do.

So by and by dear little Boy Blue had fifteen pennies snug in his jacket pocket, with which to buy a valentine for little Miss Muffet, because he loved her so! He stood for a long time before the big shop window, wondering which was the most beautiful valentine, and which one little Miss Muffet would like the best.

While he was wondering and wondering Tom, Tom, the Piper's Son, came hurrying down the street with something under his arm. Can you guess what? Dear no! It was not a pig, though I have heard something about Tom and a pig! Why, it was the softest, dearest, gray kitten that ever you saw and wearing four white mittens!

And what do you think? Tom was actually on his way to drown that kitten. So he told Boy Blue! Boy Blue thought that a most dreadful thing to do. So he offered all the pennies he had to Tom Piper for the gray kitten, and folding her close in his chubby arms he hurried home to Mother Goose and told her all about it! There was a great round tear on his cheek when he said: "And now, I haven't any valentine for little Miss Muffet!"

Mother Goose thought for a moment, then she looked at Boy Blue and smiled. "Why not send the gray kitten to little Miss Muffet for a valentine? I am sure she would like it. You see, I will write some pretty verses and tie the card around the kitten's neck with a blue ribbon, and then you may take it to her yourself tomorrow. Isn't that a fine plan?"

Boy Blue clapped his hands in glee. He thought that a very fine plan indeed. So good Mother Goose found a beautiful piece of blue ribbon and tied it around the gray kitten's neck with a card, on which were written these words:

Hey diddle de ditty, a valentine kitty,
It was little Boy Blue who bought it,
Hey diddle de ditty, a valentine kitty,
With love to Miss Muffet he brought it.

How did little Miss Muffet like the valentine? Why, she thought it was the loveliest thing in all the world! So much so that she sent it to London to visit the Queen. You certainly have heard how, while she was there, she frightened a little mouse under the Queen's chair? To be sure, you have! Any one who reads the wonderful book of good Mother Goose knows that.

MADGE A. BIGHAM.

The Michigan State Teachers' Association convened at Grand Rapids in December, 1900.

The Kindergarten section had for its president Miss Margaret Wakelee. Miss Amalie Hofer, editor of the KINDERGARTEN MAGAZINE, gave an interesting description of "Southern Europe Through a Kindergartner's Eyes."

Superintendent W. H. Elson followed with an address on "Kindergartens in the Public Schools." The following officers were elected for the coming year: President, Miss Mary L. Gear, of Cadillac, Mich.; Bertha Bradford, Grand Rapids, secretary.

The Kindergarten department of the Southern Educational Association met in Richmond, Va., December, 1900.

Bishop Gibson, of Virginia, gave the address of welcome, which was responded to by Miss Patty S. Hill.

Letters were read from Miss Hart, of Baltimore; Miss Niel, of Washington, and Miss MacFeat, of Rock Hill, S. C., all of whom regretted their inability to keep their appointments.

The President, with her usual foresight and ability in the absence of the speakers, had provided two well-known speakers in the cause of education to fill their places, while she herself contributed a paper to complete the program for the day.

Miss Celestia S. Parrish, of Randolph Woman's College, Macon, Virginia, gave a most instructive and interesting address on "The Necessity of the Kindergarten Training Schools."

Then Dr. Nicholas Murray Butler gave his views on "The Kindergarten; Its Strength and Its Weakness."

The nominating committee submitted the name of Miss Patty S. Hill for renomination as president of the association; of Miss Hart, of Baltimore, as vice president, and of Mrs. Lining, of Charleston N. C., as secretary for the ensuing year.

Cornelia Shipman, recording secretary of the Chicago Primary Sunday School Teachers' Union, contributes the following paper, which came too late to appear among the regular articles:

We have been hearing and reading a good deal, for some time, about the need of changes in the Sunday School; in fact, the advice given, in its effect at least, has reminded me of something I once read concerning a centipede.

It had been receiving so much advice as to the proper management of its very many small legs that it became confused, or, as the quotation tells us: "This raised its mind to such a pitch it lay distracted in the ditch, considering how to run."

We hear a good deal about points of contact, or starting points, and even their desired location is pointed out to us. They must be within the plane of the child's experience, so that through them we may approach that castle, his mind, and thus reach the precious jewel within.

There is a growing feeling among primary Sunday School workers that all material and symbols used, stories told, songs or lessons taught, and even the Bible lesson story itself, must serve to carry some spiritual truth, which shall live and have its effect upon the lives and characters of the children.

The effect of kindergarten principles and teaching has been apparent in this advance movement. Indeed, some Sunday Schools are using kindergarten material with satisfactory results, but, personally, while I hold the kindergarten and its teaching in the highest esteem, I feel that a Sunday School and a kindergarten must always be separate and distinct.

It seems advisable to bring the material of the kindergarten, or any other material, in fact, to the class room of the Sunday School only if its use shall serve the purpose of impressing the central thought or lesson truth. The primary object in the selecting and presenting this truth should be to lead the children to see God manifest in all things.

Like the fishermen of old, it is well for us to stop once in a while and take time to mend the nets; to devote our thought and attention to the consideration of how to raise the standard of our work and increase its usefulness and power. Conscientious and wideawake teachers are feeling the necessity of this more and more. The work of the kindergarten and

Sunday School must always be similar in the sense that both appreciate the glorious possibilities in each child and that the children need the most careful nurture to develop these possibilities rightly. There cannot be too much thought nor care spent upon the details of Sunday School work to make them what they should be—in furnishings, teachings, appliances or program—but I think the danger is in forgetting that these or most of them, are the framework.

The highest ideal is reached only when we feel that each child in our class is sent to us with the commission from God, as clearly given as the one that the mother of the child Moses so gladly heard from Pharaoh's daughter—Exodus, 2:9—"Nurse it for me."

CORNELIA SHIPMAN.

One of our Correspondents Writes: "In the state of Iowa public moneys cannot be used for the schooling of children under five years of age. Many of our best people desire free Kindergartens, but find this law an obstacle to introducing the same in our school systems. Our superintendent thinks it desirable to have them for children over five until the age limit can be changed. Would you recommend this or would you advise our organizing to change the clause in the state law?" Both.

We understand that the vacation playgrounds for older children held in connection with the summer kindergarten, Hiram House, Cleveland, were a great success. Seventy-six of the higher kindergarten games were taught during the course. The first demand was for games requiring activity. Then came the desire for the representative, and finally the symbolic became most popular.

About the first of August it became evident that the children were ready for another step in their development. The stage when their attention could be held for an hour at a time with games, songs and finger plays had passed. Therefore, occupations in the way of sewing and raffia work were introduced and amid laughter and merriment the more ragged ones were selected and were taught to sew on buttons and mend rips and tears of all kinds. The "sewing school" proved most successful. Five of the young girls that had attended the Josephine Mission Sewing School and belonged to the Hiram House Clubs volunteered to act as teachers and were most faithful in their attendance. Two hundred and thirty-four buttons were sewed on and almost as many rips were mended. As an instance of the practical value of this training, the following was recounted one day while the director was waiting for a car in a distant part of the city: "Hello, Miss Brighams," then, in response to her answer, "Oh, you are one of my boys?" "Yes, I went to sewing school this morning and sewed on all the buttons on this here jumper." Let me record another instance. One day four electric linemen entering the grounds to get a drink of water were informed by the children that their clothing needed buttons, and if they would wait a bit they would sew some on. Soon the pins were replaced with buttons."

The Department of Superintendence of the National Educational Association will meet in Chicago February 26, 27 and 28.

L. D. Harvey, of Madison, Wis., is president, under whose able leadership a most successful congress of normal school teachers has just been held in Wisconsin.

Among the speakers will be Superintendent E. G. Cooley, of the Chicago Public Schools. Howard J. Rogers, director of education and social economy, United States exhibit, Paris Exposition; the "Medical Inspection of Schools" will be discussed by Dr. W. S. Christopher; "The Use and Control of Examinations," President Hadley, of Yale (evening address); report of manual training work in elementary schools of Detroit, J. H. Trybom; report of work in domestic economy in elementary schools of Chicago, Principal Tibbitts, of Chicago.

This question will be discussed, it having been assigned a place on the program at the last meeting:

Should the Department of Superintendence memorialize the Board of Directors of the National Educational Association to appropriate the sum of \$1,000 for each of the next five years, to be expended in promoting the cause of simplifying our English spelling, under the direction of a commission to be named by this body?

There will be round tables of superintendents of cities, states and counties and of training teachers, as well.

On Thursday, Feb. 28, the report of the committee of seven in the teaching of physiology in the schools will be handed in. It will be remembered that last year there was lively discussion over the question of teaching alcoholic physiology.

Professor John Dewey will give an address Thursday evening on "The Situation as Regards the Course of Study."

On account of the limited capacity of University Hall, attendance at the various sessions of the department will necessarily be confined to active and associate members of the N. E. A.

Membership badges, admitting to all sessions, may be obtained of the secretary in the main parlor of the Auditorium Hotel. Former active members will have no dues to pay at this meeting; associate members will pay a fee of \$2 for the year 1901. All who are eligible are invited to become active members of the association.

The educational interests of the country have suffered a great and serious loss in the death of Dr. B. A. Hinsdale, on Thanksgiving Day last.

Dr. Hinsdale was born in 1837 at Wadsworth, Ohio. Educated in the district schools of the state and later at Hiram College, he himself began teaching in 1855. He was successively president of Hiram College, superintendent of schools in Cleveland and finally head of the department of Pedagogy in the University of Michigan. He was also, last year, elected president of the Michigan State Teachers' Association. He was a man of wide learning, especially in the sphere of history and education. For thirty years past he has contributed to current educational periodicals upon topics many and varied, besides being the author of fifteen different books. Among these are "The Old Northwest," "The American Government," "Teaching the Language Arts" and "The Art of Study," as well as a life of Horace Mann. His learning, broad views and his pre-eminence in detail made him a very influential member of the National Educational Association. His loss will be deplored by a wide circle of immediate and less intimate friends.

The California State Teachers' Association has just closed a most interesting session in San Francisco. The Kindergarten department held its fifth annual meeting December 27. Unusual interest was shown by a large attendance of child-study specialists to hear the address of Dr. Starbuck, of Stanford University, on "After Effects of the Kindergarten." Dr. Starbuck has made a scientific investigation among the children of San Jose and exhibited charts showing the relative ability of kindergarten and non-kindergarten trained children. While the result was not as flattering to the kindergarten training as might be expected, still the slight difference was in favor of the kindergarten child. This valuable study should reach all kindergartners. At the close of the morning session all were hospitably

entertained by the Golden Gate Kindergartners at an informal luncheon.

The officers for the coming year are Mrs. Paulina M. Dohrmann, president; Grace Everett Barnard, secretary. Executive committee, Mrs. Dohrmann, Mrs. Guild, Mrs. McQuade, Miss Stovall, Miss Barnard.

G. E. B.

The Chicago Teachers' Federation is actively pushing its good though colossal work of the just taxation of municipal franchises. The teachers have been directly hampered from time to time by the fact that the public moneys were not sufficient to meet the legitimate expenses of the public school plant. Upon investigation they have found that such public service corporations as street railways, gas, electric and telephone companies of the city were not taxed at all, or inadequately. The Teachers' Federation, under the leadership of Catherine Goggin, has made this great public question their "cause," and the people who still believe in democratic ideals are enlisting to support them. A musical and dramatic entertainment of large proportions was given by the Federation on Jan. 18 in the Chicago Coliseum for the benefit of the tax fund in order to push legislation as well as to defray the expenses of the suit now before the courts. Chicago Teachers are certainly citizens in the full sense of the word.

The subject for discussion at the January meeting of the Chicago Kindergarten Club was "The Family." Three questions formed the basis for the treatment of the subject in the papers and discussion: (1.) How is primitive family life the source of co-operation and division of labor in modern society? How does it lead to highest development or altruism? (2.) How do national governments originate in primitive family relations? (3.) How do children express these fundamental instincts in plays with each other, with dolls, pets, etc.? Before the program some time was devoted to business relative to the meeting of the I. K. U. in Chicago in April, when the Kindergarten Club looks forward with much pleasure to being the hostess.

LIZZIE WHITCOMB, Cor. Sec'y.

Save the child and you will save the nation. Let the child become a "Jesse James" and you will pay more for him than if you were to save him by education and right ideals.

In her log cabin in Kentucky, Mrs. Lincoln had six books. Who shall say what part these six books played in the inspiration of her boy, Abraham? Who shall say there may not be other children in log cabin homes in Kentucky who would respond as nobly to an awakening touch? We believe there are many. Will you help in the attempt to brighten the lives of a few in this neighborhood?

A. D. Mayo says: "A child learns more between the ages of one and six than between six and one hundred." When a father or mother brings a family to Berea to "make teachers" of the older ones, what will become of the little ones? Are they not of even greater importance after all? The older ones have formed many of their habits for life. The little ones are "wax to receive and marble to retain."

The great movement of the North is the Kindergarten movement. If children who have every advantage need such training, how much greater is the need where the children have no advantages!

With the "transients" and the children of our village, here are between sixty and seventy children of Kindergarten age. We propose, then, to open a Kindergarten in Berea, Ky., and the only way we can do so is by a *plan that involves your co-operation*. Do not fail us!

Our plan is as follows: We shall need for the "trial trip," opening in March and closing in June, \$250. (For items of expense see foot-note.) We will send this appeal to just fifty people—of whom YOU are one—with fifty pledge cards to each. If each of these fifty people will explain the situation to fifty children who can afford to give Ten Cents to help their little Southern neighbors here, and will pledge themselves to send the money to our Treasurer, Miss Anna Fay Hanson (daughter of a Trustee of Berea College), Berea, Ky., by the 20th of February, 1901, we can go ahead!

Our "prospective teacher" is ready to come! Will you do what you can to set this work in motion?

We know we are asking a great deal, but we believe as you learn more of the work you will be glad to be a partner in it.

If you desire further information before "enlisting," address Mr. T. J. Osborne, Treasurer of Berea College, Berea, Ky., who has kindly consented to audit our accounts.

Mrs. J. Hammond Tice,

Prospective Teacher.

Ida Louise Brooks, Mgr.

Anna Fay Hanson, Treas.

Estimated expenses for term of three months:

Salary of teacher.....	\$150.00
Salary of musician.....	25.00
Room and fuel (donated).....	25.00
Organ.....	8.00
Chairs.....	2.00
Tables.....	40.00
Supplies.....	
	<hr/> \$250.00

The state of Wisconsin has a Kindergarten Training department in only one of its great normal schools—namely, the Milwaukee Normal. This responsibility of training the public school kindergartens for the entire Badger state falls upon Miss Nina C. Vandewalker, one of the acting editors of the KINDERGARTEN MAGAZINE. In the next issue of the same will appear a report on this all important question of the place of the kindergarten training in the public normal schools, by Miss Vandewalker, who has made an extended study of the subject.

The Penny Savings Society of Chicago was drawn upon by its penny depositors, the public school children, for Christmas, spending to the extent of \$4,314.22 between December 15 and December 24, 1900. For the whole month of December \$6,381.03 was thus withdrawn.

In an early issue of the KINDERGARTEN MAGAZINE, we will hope to bring a full account of this economic work.

The Jenny Hunter Alumnae Association, of New York City, is now three years old, and numbers 225 members. The kindergarten rooms are at 219 East 123d street. At a recent meeting of the association Miss Hunter gave some valuable suggestions on the proper method of play.

SOME RECENT BOOKS.

"The Biography of a Baby," by Milicent W. Shinn, published by Houghton, Mifflin & Co. Price \$1.50.

This biography is the delightfully recorded history of the first twelve months in the life of a normal, happy baby.

The biographer is not only a close and discriminating observer, but is an admiring and sympathetic relative as well. The genuine feeling which is evident throughout the charming chronicle will make an especial appeal to mothers. The record is none the less valuable to the cold-blooded psychologist.

While numberless observations and conclusions accord with those of her predecessors in child study, she offers several original and well-maintained interpretations of certain phenomena.

Speaking of that point of development when the baby keeps its eyes *fixed* upon some object which has attracted it she reminds us that

It is an important moment that marks the beginning of even a passive power to control the movements; and when my grandmother handed down the rule that you should never needlessly interrupt a baby's staring, because you hinder the development of power of attention, she seems to me to have been psychologically sound.

For that "drifting" to the mouth of all objects laid hold of by the little hands, she has her own explanation to offer:

Observers have been misled by failing to realize that the mouth, not the hand, is the primitive touch organ. The baby behaves with the things in his mouth as if he was interested in feeling them, not in eating them.

The striking difference is observed between the inherited skill and accuracy of certain movements when involuntary and these same movements when the baby first tries awkwardly and uncertainly to direct them. The gradual steps by which the child finally learns to associate the varied sensations of touch and sight are delightfully recounted. At first each sense is exercised individually, but, as the writer says,

With this, sight and muscle sense alone, touch and muscle sense alone, had done all they could to reveal the world to the baby, and there lay close before her the further revelations that were to be made when touch, sight and muscle sense could be focused all together on the objects about her. It was a wonderful sight to see, as the baby pressed forward to the new understanding, eager, amazed and absorbed.

Then her eyes began to rest on things while she picked them up, but in a blank and passive way—the eyes looking on like outsiders, while the awkward little hands fumbled just as they would have done in the dark. The baby seemed to have no idea that what she saw was the same as what she felt.

Then, on one great day the baby looked at her mother's hand, held up before her, and made fumbling motions toward it, keeping her eyes on it till her hand struck it. She had formed an association between the sight of an object and the groping movement of her hand toward it.

Thus ended the first quarter year.

Here is one interesting glimpse into the baby mind:

Later the same day she sat in my lap watching with an intent and puz-

zled face the back and side of her grandmother's head. Grandma turned from her knitting and hiccured to her, and the little one's jaw dropped and her eyebrows went up with an expression of surprise. Presently I began to swing her on my foot, and at every pause in the swinging she would sit gazing at the puzzling head till grandma turned and nodded or chirruped to her; then she would turn away satisfied.

Here we seem to get a glimpse of the process I have spoken of by which the baby gradually associates together the front and rear and side aspects of a person or thing till at last they coalesce together in his mind as one object.

To those who may be troubled by Miss Shinn's discounting the value of Froebelian balls, we would recommend a re-reading of the "Pedagogics of the Kindergarten." When the child is growing to some degree conscious of things as separate from himself and each other, the ball certainly admits of many plays that help the babe to know its little world. Froebel nowhere limits the child to the soft colored balls. He gives the mother suggestions that help her to become a more conscious and intelligent playfellow. The gradual evolution of the child's first involuntary babblings into purposeful sounds is graphically rehearsed.

In common with Preyer's boy, she seems to have been much interested in the disappearance of an object, and early used a syllable that stood for disappearance, absence, denial, failure, and any object associated with these.

The idea of *disappearance*, of the thing now seen, now gone—seems to take strong hold on babies very early. I have known several other cases. What kindergartner will not think at once of Froebel's "Mother Play," "All Gone"?

The pages devoted to an account of the child's delight in pulling itself up, in exercising the climbing instinct, should be noted. It is quite certain that few mothers will read the pages devoted to this particular point without resolving that baby's climbing instincts shall henceforth be given scope for exercise. The picture of the wee tot's joy in stair climbing will awaken an echo in many a memory.

What Miss Shinn says about the baby's difficulty maintaining its sense of personal identity presents an interesting psychological as well as physiological question. We quote a few lines:

I have spoken several times of the ease with which even we grown people lose our sense of personal identity; and changes in brain circulation make such confusions especially likely at first making from sleep. With babies, whose feeling of identity is but insecurely established, this must be much more common. . . . I was pretty sure, from our baby's behavior in the next two years, that she struggled back to the firm shores of waking consciousness through dark waters of confusion, and needed a friendly hand to cling to. This, I suspect, is the secret of the wild crying in the night which doctors call "night terror"; it is not terror, I think, but vague distress increased by the darkness—loss of self, of direction, of all one's usual bodily feeling.

My observation is that the one the baby loves most is the one that sleeps close by, that bends over him as he struggles confusedly back to waking and steers him tenderly through the valley of sleep; and next the one that plays most patiently and observantly with him, not the one that feeds him.

The mother who reads these happily written pages will no longer fear that thoughtful child-study can possibly blunt her maternal love or sympa-

thetic insight. If anything, it will quicken her joy in and render her more observant of her little one's daily development.

The first number of the *Elementary School Record* is devoted to the kindergarten or sub-primary department.

Tradition holds little if any sway in this experimental school; but while declining to follow, with blinders on, the letter of Froebel's law, throughout its grades, the school is a living witness of certain of his main principles. In the light of twentieth century psychology and child study its spirit is entirely Froebellian.

In this number the outline of a year's work is given and briefly explained in a general but suggestive manner by the kindergarten director, Miss Georgia P. Scates. The home, as the center of the little child's life and interest, is the point of contact taken. In accordance with Dr. Dewey's own warning against attempting a "too ambitious program," the chosen subject is adhered to and elaborated for several successive months. The home occupations, duties and interests of each member of the household are considered, including those indirectly connected with the family, as the household assistants, the tradespeople, etc.

Consideration of the different kinds of homes, the materials for construction, the decoration and furnishings of the different kinds of rooms, affords scope for much variety while keeping sufficiently close for simplicity's sake to the one central theme.

Heat and light are also studied during the winter season.

In the spring playthings are made. Garden work, the making of an outdoor village and nature study also engage the children's time and thought.

A luncheon is served each day, the children setting the table, serving each other in turn and washing and putting away the dishes. Once a week, in the kitchen of the school, the children cook the luncheon. This has proved educational in many different ways.

We quote a few paragraphs from Miss Scates' paper. These will indicate the general trend of the article, which is well illustrated:

After one year the child comes back ready for a little more advanced work, and the constructive work seems to fill the need. Not that during the previous year he has not done any of it, but it has been more simple. For example: In making a chair from a strip of wood 4x1 and a cube one inch square, these two pieces are given to the younger children for them to find a way of putting them together. The older children are given a cube and a long strip of wood, which they measure and saw to length before constructing the chair. A leather cushion for the chair is given the younger children, cut the right size to fit the chair; while the older children are given a large piece from which to cut the cushion by their own measurements.

Appreciation is the basis of interest. The worth and value of a thing to a child depends upon what he can do with it and how much of his power it takes to exhaust his possibilities. Constructive work meets these conditions.

The child is always absorbed when doing constructive work. The reason for his attention taking care of itself in work of this kind is that there is a definite end in view which is to be reached and he realizes interaction between means and ends, power and result, without having it forced upon him. He feels that he is accomplishing something.

The strongest psychological reason for constructive work is that it pro-

vides all the conditions for attention. A child cannot remain passive and do constructive work, and if he is giving his entire attention to a thing he is absorbed and interested for the time in that thing.

Constructive work includes woodwork, built-up-work of stiff, plain manila paper; weaving of felt, cloth, raffia, rattan, candle-wicking or any material that is easily handled and does not take too long to fill in; also the use of pasteboard boxes and other material appropriate and adaptable for the required use. Material that offers suggestions to the child for work to be done at home and material that he can find about his home are the most valuable. If brought in in a simple way and incidental to other phases of the work some simple number work with the older children may be done in connection with the measuring of wood to be sawed, paper to be cut, etc.

The standard of good work is the least possible preparation by the teacher of what is to be done by the children, thus leaving the child to accomplish by his own efforts as large a proportion as possible. This requires on the teacher's part careful planning of the work before presenting it to the children.

Dr. Dewey's paper on "Froebel's Educational Principles" accompanies Miss Scates' report.

An effort is made to use Froebellian principles throughout the work of the school. To do this it has been found necessary to modify somewhat the special technical work of the kindergarten period.

To explain his position Dr. Dewey devotes a few words in turn to play, symbolism, the imaginary methods and subject matter.

We quote again from him, and would suggest that many of his statements would serve as educational texts for discussion at kindergarten clubs and parents' meetings:

The teacher must be absolutely free to get suggestions from any and every source, asking herself but these two questions: Will the proposed mode of play appeal to the child as his own? Is it something of which he has the instinctive roots in himself and which will mature the capacities that are struggling for manifestation in him? And again: Will the proposed activity give that sort of expression to these impulses that will carry the child on to a higher plane of consciousness and action instead of merely exciting him and then leaving him just where he was before, plus a certain amount of nervous exhaustion and appetite for excitation in the future?

The simple cooking, dish-washing, dusting, etc., which the children do are no more prosaic or utilitarian to them than would be, say, the game of Five Knights. To the children these occupations are surcharged with a sense of the mysterious values that attach to whatever their elders are concerned with. The materials, then, must be as "real," as direct and straightforward as opportunity permits.

We often teach insincerity and instill sentimentalism and foster sensationalism when we think we are teaching spiritual truths by means of symbols. The realities reproduced, therefore, by the child should be of as familiar, direct and real a character as possible. It is largely for this reason that in the kindergarten of our school the work centers so largely about the reproduction of home and neighborhood life.

We would call the special attention of our readers to the warning conveyed in the following passages:

Having covered pretty much the whole universe in a purely make-believe fashion, he becomes blasé, loses his natural hunger for the simple things of direct experience, and approaches the material of the first grades of the primary school with a feeling that he has had all that already. The later years of a child's life have their own rights, and a superficial, merely emotional anticipation is likely to do the child serious injury.

Dr. Dewey speaks not alone from theory but from practical experience. He is successfully working out a scheme based on modern psychological knowledge while acknowledging the validity of principles enunciated more than half a century ago. In common with other visitors at the school we have sometimes been distressed at the seeming lack on the part of the older children of that courtesy which, if founded on sincerity and good will, is a real lubricant of the machinery of social intercourse. But "by their fruits ye shall know them." It is unfair to judge of the harvest while the corn is only in the blade. When the children have grown for several years in the atmosphere of such a school we can more justly decide upon its social and ethical merits.

"Folklore Stories and Proverbs" is a new compilation of traditional tales, old and new, selected by Sara E. Wiltse, who needs no introduction to kindergartners. The story of the "Sheep and Pig," from the Scandinavian, will be claimed at once by teachers as being suited to the interests of the youngest children. In the "Henny-Penny" story we regret to miss the repetition of "I saw it with my eyes and I heard it with my ears, and a part of it fell on my tail," which was an eagerly awaited refrain in the version familiar to us.

Many suggestive proverbs are scattered through the book, which is gotten up in a style to please children who are just learning to read. The illustrations, by Edith Brown, are simple, interesting and original. Both mothers and teachers will find the book a resource when the children plead for a story. Published by Ginn & Co. Price 50 cents.

The *Kentucky Sunday School Reporter* is the monthly organ of the Kentucky Sunday School Association. The latter is an interdenominational organization, whose object is by means of conventions, state papers, correspondence and personal contact, to keep Sunday Schools in touch with each other and to be in fact a bureau of information for Sunday School workers. It selects the international lessons, gathers statistics and endeavors in every way to raise the standard of Sunday School work.

The *Reporter* is published in Louisville, Ky. The Year Book edition reports the thirty-fifth annual convention of the Kentucky State Sunday School Association, which met at Bowling Green in August last. F. A. Fox is editor.

"Fate Mastered; Destiny Fulfilled," is the name of a little book by W. J. Colville just issued by Crowell & Co. Price 35 cents.

It consists of three related parts that form the author's attempt "to point the way from servitude to freedom in individual life by process of self-culture, which must of necessity antedate all successful endeavors to control exterior circumstances."

The style is terse, clear and makes delightful reading. An invigorating, wholesome, active optimism pervades every page. The psychology is good.

We give a few striking passages, by way of illustration:

The only safeguard to take in daily life is to embrace gladly whatever may come, and mentally exclaim: "*I need this experience or I should not get it; but I need to conquer it and most positively do I refuse to let it conquer me.*" The trials of life are like lessons in school; those things are not evil which we have not yet learned to conquer, but we are in an evil condition so long as we call them evil.

It makes the brain active with intense determination, and sets all hands to work to bring possible cosmos out of actual existing chaos. If there is, as we must maintain, a destiny to be fulfilled through the mastery of the fate we conquer, the note of active service is instantly struck when we perceive this as a verity.

The only wise counsel is to recommend the man or woman or the boy or girl who determines to achieve outward success to pay good heed to the tenth commandment, for just so long as any one is looking outside of his own domain and wishing that some one else's possessions had fallen to his lot, he dissipates his own energy and through covetousness shrivels inwardly, when conscious strength within is necessary to build the condition of the individual, who becomes a magnet to draw to him all that is rightfully his own.

"The Message of Froebel, and Other Essays," is a compilation of some eleven essays by Nora Archibald Smith. Published by Milton Bradley Co.

Among the subjects discussed are the "Unsocial Child," "Training the Imagination," "Shooting Folly as It Flies," etc. Some of these will be recognized as having appeared in the *Outlook* and other periodicals. They are written in the characteristic happy style of the well-known writer.

"Construction Work," by Edward F. Worst, principal Oak Street School, Austin, assisted by Miss Harriet Barber and Miss Marion Seymour. Published by Ferdinand A. Watt. This little volume contains more than one hundred models for construction work in bristol board, manila paper and mimeograph paper, with definite, dictated steps for making each one. They are planned originally for work in the primary grades. Among the articles made we find baskets and boxes of various kinds, furniture, trays, postage stamp holders, thread winder, pencil holder, comb case, cradle, candlestick, Puritan hat, Eskimo's sled, bill holder, card receiver, wind mill and King Alfred's lantern, etc., etc. Many of the forms are familiar to kindergartners through their work in card-board modeling. Primary teachers will doubtless find it very useful. The exercises given in the book afford one means of manual training developing accuracy, familiarity with terms, opportunity for measurement, etc. Fully illustrated.

Among the two most popular selling books of the season, both before and after the holidays, are "Eben Holden," by Irving Bacheller, published by Lothrop & Co., and "Elizabeth and Her German Garden," published by Macmillan.

"Sunday School Reform from the Modern Educational Standpoint," by Mary E. Hutcheson. The series of articles comprised in this little book appeared originally in the *Living Church*. In their present form they are issued for private distribution by the Church Education Association of Columbus, Ohio. The writer, who is evidently a devoted and loyal churchwoman, is familiar with the history and principles of the new education. Her words are addressed to her readers in a quiet but forceful way. She calls attention to the necessity of reforming the Sunday School in accordance with present day demands. She recognizes the need of trained teachers; and there are few who will disapprove of her suggestion that a department of pedagogy, including history and philosophy of education, educational psychology and child-study, be introduced into the curriculum of theological seminaries.

"The Thought Reader," by Maud Summers. Published by Ginn & Co.

Miss Summers recognizes the distinction between "learning to read" and "reading to learn," and this present book is prepared with that difference in mind. It differs from some of its predecessors in that it begins at once with *action* sentences, and action characterizes the thought of most of the sentences that follow. Many are based upon plays and games that have been correlated with the school work. The book is admirably suited to children who have had kindergarten experience.

According to the compiler, a child shows that the time for spelling lessons has come when it evinces a disposition to analyze the sentences and discovers they are made of separate words.

"Words as They Look and How to Spell Them," by Wm. T. Hyde.

Most English-writing people will be interested in the question of spelling reform to be discussed at the forthcoming meeting of the Department of Superintendence in Chicago.

In the little book above named, those words most frequently misspelled are arranged alphabetically, the doubtful letter in each case being printed in conspicuous, black-faced type. Such a definite visual image should help much in fixing the correct image in the minds of the unhappy "poor speller."

There is an appendix which defines many commercial, business and banking terms in every-day use.

Published by the Werner Co. Price, 50 cents.

"A New Wonderland," by Frank L. Baum, author of "Father Goose; His Book," illustrated by Frank Verbeck, published by Frank Russell. Price \$1.25. All the children who have an opportunity to take a trip to the Valley of Phunnyland will be sure to enjoy themselves. This is easy to understand when one River in Phunnyland flows milk, some of the islands in Milk river are made of excellent cheese, delicious cream rises to the top in the quiet pools, and instead of water lilies ripe red strawberries grow near the surface. The sand of the river is white sugar. It rains lemonade, the lightning resembles fireworks, and the thunder is usually a chorus of the opera from "Tannhauser." The purple dragon who harasses the kingdom is eventually slain, and there is nothing else to disturb the happiness of the people thereafter.

"The Story of Captain Merriweather, Lewis and Captain William Clark," by Nellie F. Kingsley, another one of the great American series edited by James Baldwin, Ph. D. This story of the explorations and adventures of Lewis and Clark will prove fascinating to the school boy. Published by the Werner School Book Company. Price 25 cents.

"The Lowell System of Kindergarten Designing," by Anna W. Devereaux, contains designs for the purpose of assisting children in arranging simple units in definite space and with artistic results. The designs are arranged in two sequences, the first starting with a dot, the second with a line. Published by J. L. Hammett Company.

"The Appeal of the Child," two sermons delivered before graduating classes of the Oberlin Kindergarten Training School, by Henry Churchill King. Published by L. D. Harkness. Price 25 cents.



CHILDREN OF ALL NATIONS WEAVING THE RED, WHITE, AND BLUE.
(Decorative Poster in University of Chicago Settlement Gymnasium, by LUCY FITCH PERKINS.)

KINDERGARTEN MAGAZINE

Vol. XIII.—MARCH, 1901.—No. 7.

TWENTIETH CENTURY SERIES.

BIRD LIFE IN THE KINDERGARTEN.

CLARA LOUISE STRONG.

WHEN Jim and Nellie arrived there was a flutter of excitement among the busy workers in our kindergarten family. "Have they come to stay?" "Yes, if we are sure always to remember to take good care of them and help thme to be happy." The children were delighted indeed, but lowered their voices almost to a whisper because Jim and Nellie, not accustomed to the gaze of so manw bright, curious eyes, were flying about and talking to each other in tones of surprise and dismay. From a quiet corner in an editor's home they had come, and this was indeed a change! Here were many happy girls and boys, all eager to make themselves heard at once, but the thot of Jim's and Nellie's comfort helped them to be considerate, and so one by one Richard, Bessie and Paul tiptoed up to the cage with dishes full of fresh water, seed and cracker crumbs, or with a piece of sweet apple, a leaf of lettuce or tiny stalk of celery.

We wanted our bird friends to stay with us, and so we would give them our most thotful care. The children learned that fresh cold water several times a day was as much appreciated by these feathered friends as by us, and that this attention was especially necessary in warm weather. Then there must be the best of birdseed with which to fill their small cups. Sicily canary and summer rape seed, mixed in the proportions of two parts canary to one of rape, should be used. Millet seed and hemp are injurious to canaries. The millet has a very hard shell and is suitable for birds with hard bills. The hemp seed contains a coarse oil which not only fatten the birds and detracts from their voices, but also injures their plumage. The canary seed contains a finer oil, which is all that is necessary for both flesh and plumage. The birds seem fond of hemp seed and it is often found in cheap mixtures sold under the name of "canary seed." When the canaries are given this mixture they pick it over and throw aside all the other seeds in order to find the hemp, much as some children pick over a bag of nuts in the search for a possible bit of candy. Some people say that a bird will

eat only what is good for it, but this theory does not seem to apply to domesticated birds. Birds, like people, very quickly form habits, which become as permanent as the habits of human beings. The children noticed that the birds ate and drank often and that as they needed more than three meals a day, they should always have plenty of food in their house. Although a canary bird's regular bill of fare is canary and rape seed, it may be varied by giving crackers, hard-boiled yolks of eggs, lettuce, sweet apple, celery, and in the summer peppergrass and chickweed, of which they are very fond. A cuttlebone should always be hung in the cage, and it is a good plan to hang a small bag of powdered sulphur in the cage to prevent trouble from insects. A prepared powder called Phenola is sold by bird dealers for his purpose.

Jim and Nellie soon felt quite at home in the kindergarten and Jim reserved his sweetest songs for the "opening circle." Lady birds do not always sing, but our Nellie warbles at times in a very sweet tone and much to the delight of her audience. Sometimes when the gas is lighted we are favored with a concert, or at least a "Good-night, ladies," but this is not encouraged, as birds need sleep and quiet from twilight till dawn. If the room in which the birds are kept must be light in the evening, it is best to cover the cage partially with a dark cloth.

As our feathered friends became accustomed to seeing many happy, eager eyes watching them from day to day, they lost all "self-consciousness" and certainly seemed as happy as the little ones who watched them. The interest of the children deepened from day to day, and, as a real interest in life must mean a love of that life, this family of children became most loving servants to Jim and his wife. Here indeed was opportunity to express love in service, for the birds were helpless so far as providing themselves with food and shelter was concerned. Their clothing was their own, and of this they took the best possible care, though to be sure they could not have done so had not willing hands carefully brought to them each day their own little bath tubs and the clear water with the "chill taken off," in order that the bath might be agreeable.

Jim and Nellie preferred to have the sun bath accompany the water bath, and so we were thoughtful enough to set the cage partially in the sun whenever we were blessed by its radiance during bathing time.

The children were always happy to help in cleaning the birds' "house," and learned to be very careful in regard to cleanliness of the perches and thoroughness in drying the cage after the bath, for a damp house is even more unpleasant to birds than to people.

We have learned from one who has had large experience with birds that paper should never be used in the bottom of the cage, as

birds will often tear and eat it and it has been known to cause appendicitis, especially if birds do not have plenty of gravel. Prepared sandpaper is sometimes recommended for use in the bottom of the bird cages, but I have learned from an authority that it is injurious because the sand is glued to the paper, and in order to get the sand the bird tears the paper and eats more glue and paper than sand. A tin bottom to any cage may be made to order, having the edges neatly turned to prevent injury to birds' feet. This is found to be very desirable, as it is easily cleaned, and, in cages made for breeding purposes, which often have wooden floors, the tin sheet prevents the woodwork from becoming soaked at bathing time. Always keep the bottom of the cage covered with clean sand and well prepared gravel, changing it at least three or four times a week, according to the number of birds occupying the cage. Large cages are always best—as large as can be obtained, so that the birds may have sufficient exercise. Where possible it is well to give the canaries the freedom of a room, and some lovers of pets have made delightful homes for their feathered beauties by fitting up rooms with such luxuries as fountains and flourishing vegetation of suitable varieties.

Birds need gravel because they have no teeth, and their crops are but store-houses where the food is kept until the factory, which is called the gizzard, is ready for it. The gravel serves as millstones, and when the food comes to the mill or factory the little stones begin their work of grinding or pulverizing the food. If the factory is not supplied with this gravel machinery, the food passes on to the stomach and intestines before it is in a proper condition for digestion or assimilation and the bird is liable to disease. Children should know enough of bird physiology to help them remember to supply "teeth and millstones" for these pets.

Prepared gravel in boxes may be bought at any bird store, and also the best mixture of canary and rape seed (three boxes for twenty-five cents).

The prices of canary birds vary, but a pair of birds may usually be purchased for three dollars. Our supplies for Jim and Nellie were purchased of Mr. C. A. Cross, at the "Columbia Bird Store," 95 Washington street, Chicago. Mr. Cross makes his business a science and treats his pets with great kindness. It is a pleasure to visit the store and one cannot fail to note the thoughtful interest taken in the well-being of every little creature. Here are brought many pets which have become ill thru the ignorance or carelessness of their owners, and by means of right conditions or special treatment they regain health and happiness.

At Christmas time last year a friend brought a little stranger to the kindergarten. He was a "beauty," with bright yellow plumage and bright eyes, but no sense of responsibility as to his part in adding to

the joy of life by any effort save that which related to self-preservation. Since spring he had devoted himself solely to eating, sleeping, bathing and—yes, to the manifestation of his discontent and loneliness! For Beauty was a solitary bird. He was taken from a large store where many birds were kept and carried to a home where no one of his own kind could answer his calls or join in his songs. Evidently Beauty had social instincts which were remarkably developed, as will subsequently be shown.

Upon Beauty's introduction to Jim and Nellie he seemed quite agitated, and during that first day he fluttered back and forth in a way which reminded us of some beings of the genus homo upon their introduction to society. Doubtless he desired to "make a good impression."

When night came and the large cage which served as a home for Jim and Nellie was removed from the window as usual and placed in a warmer spot, Beauty was much excited. He flew back and forth in a frantic way and seemed possessed by the fear of losing his newly-formed acquaintanceship. When his own little brass house was placed beside the large one, he settled down in the closest proximity to Jim and his wife and finally tucked his head under his wing with, perhaps, a little sigh of relief.

It was most interesting to observe these three at bathing time. Beauty seemed to relapse into absolute dependence upon the other birds. If they thot best to bathe, he would do so, but only when his cage was put beside the other. If for any reason the two houses were placed far apart, Beauty filled the air with most pathetic crying, until he was taken up like a fretting baby and carried into his social circle.

We called him a little mimic, for he seemed actually to watch Jim and Nellie's every movement and ate and drank when they thot best to do so. When separated from them the most tempting morsels meant nothing to him. His ruling passion was a social one; his most intense desire was for companionship.

We watched the development of Beauty's imitative tendency and his feeling of community until, as we had hoped, there came to be a manifestation in the form of song. One day as Jim and Nellie were warbling some of their favorite tunes, another voice was heard, at first hesitating, then clear and strong—a burst of joy at the emancipation from a solitary life!

We hope to find a mate for Beauty, for surely he was not meant to live alone. It is the allwise plan of nature that life shall mingle with life, and the solitary state cannot be a natural or truly happy one.

The coming together of the birds at the breeding season marks an epoch in the history of the kindergarten which is fortunate enough to possess these teachers of the ways of nature.

The canary often breeds four times a year, laying from four to six eggs each time. The eggs are pale blue. The male bird usually assists the female in building the nest, which is made within a wire or rattan foundation supplied by the caretakers. These nests may be purchased ready made, but we preferred to make this need an opportunity for the expression of self-activity, and our children became earnest little nest builders for the sake of Jim and Nellie. They made small, round basket shapes, using the fine willow rattan and finishing by carefully tucking in the loose ends, so that the birds would not hurt their feet. The nest was then lined with cloth and bits of cotton, twine, feathers, dry grass, etc., were put in the cage for Jim and Nellie to use in the process of nest building. Sometimes we tied pieces of string to the wires of the cage, because the birds seemed to enjoy tugging at them to pull them down.

Nellie was a very particular little housekeeper and sometimes would pull her bed all to pieces and make it over when, to the mildly observant human eye, it seemed quite well constructed. She always put the softest bits of cotton in last and smoothed them down by getting into the nest and "fussing around," as the children said. She even took some of the dainty plumage from her own body for the finishing touches.

We were careful to put only short pieces of coarse strings or unraveled portions of rope in the cage, for fine thread would be apt to entangle the little feet. Nellie's feet were once extracted with difficulty from a tangle made by some long hairs.

Some birds seem to have an abnormally long growth of toe-nail, especially those given no sand or gravel in which to scratch, and these nails should be trimmed occasionally by a careful scissors-wielder.

The birds will usually begin the building of the nest in February if the foundation is put in the cage. If the nest is fastened high up in one corner and a dark cloth or large leaf put over that part of the cage, the birds' protective instincts seem to be satisfied. The children learned that they must be very careful not to disturb the birds in any way, for even moving the cage or jarring it during the time when the mother was sitting might be sufficient cause for her abandoning it. One year there was a serious lesson taught, for six little eggs remained unhatched because *someone* had been thotless.

When the nest is completed the mother bird, if undisturbed, occupies it day and night, sometimes scarcely leaving it to obtain food and drink. If the husband is very attentive he will get up and get his own breakfast and then go up to the nest and feed his wife by regurgitating that which he has eaten. This process is continued by attentive males thruout the entire breeding season.

Great is the interest of the children when the first egg arrives! If mother-bird is so good as to go down for a drink, we may all have a little peep. And then each day comes the question, "Is there another egg in the nest?" Usually we find a new egg each morning until four, five or six have been laid.

And then the days of watching and waiting! Father-bird, busy and proud, sometimes induces the mother to go down to breakfast, and while she is gone he carefully spreads himself upon the eggs.

Fourteen days from the day when the first egg was laid! That seems a long time for the children to wait, but great results come only thru great patience, and so the daily duties, which love converts to joys, are carefully performed, and as we watch and wait and wonder at the mystery of it all we learn greater lessons than our tongues can tell.

At last! The children are breathless, while eyes full of eagerness question what has happened. Yes, the little life has come forth from one tiny egg! Now it is but a wee mass of skin and bones, with "mouth bigger than all the rest of it," but it is potentially beautiful. Who knows what sweet song shall some day come forth to the world from this insignificant looking embodiment of life?

Day by day the nest fills. Brother and sister birds join in a common cry for food. How the helpless little things, "all mouth and neck," appeal to the children! What is it rises within the breast of each little girl as mother-bird brings up the food from her own body and gives it to nourish her young? What unknown depths of the boy's being are stirred as father-bird, all alert and watchful, fills first one tiny bill, then another, taking care that each shall have his rightful share, and as he finally regurgitates to the mother his last morsel?

Surely this was something more than analytic "nature-study"!

The children learned that while the birdlings were in the nest the parent birds should have the yolks of hard-boiled eggs mixed with finely powdered cracker crumbs. The crackers are best when warmed in the oven and then rolled with a rolling-pin. Toast soaked in water is better than bread, as it does not ferment. Milk should not be given. In addition to the powdered egg and cracker a preparation called "Tonquilla" will help to keep the birds in health during the breeding time. "Tonquilla" contains Chili pepper and other things which birds in their natural environment would obtain.

The temperature of the room in which canaries are kept should be from seventy to seventy-two degrees Fahrenheit, and the cage should never be in a draft. Birds need pure air and the room should be as carefully ventilated for the sake of birds as for people. In fact, the principles of hygiene in general are quite as applicable to our pets as to ourselves. The bird cage should never be kept wholly in the sun; always arrange to have a shady side for the pets as well as a sunny one.

Jim and Nellie are of the Hartz Mountain and Linnet breed, a combination considered especially desirable. Canaries breed from February to June, and would possibly continue the process all summer if allowed to do so. But as the young birds moult in six months, the ones hatched in summer would reach their moulting time during the winter, when there would be liability to exposure and the contraction of colds, etc. The breeding should also be discouraged during the summer because of the tax put upon the female by constant sitting.

Our Nellie is such a zealous little creature that as soon as the birdlings are large enough to hop from the nest she straightway takes possession, and soon another egg appears. We have watched her urging her little ones to vacate the nest in a manner which indicated her as following some such line of thought as this: "Birds large enough to hop out—father-bird can feed them—no time to be wasted." This urging of the mother was doubtless "directly connected with her instinctive interests," as Prof. James would say.

As a matter of fact, father-bird is often left with the responsibility of the young birds after the first three weeks, and the mother who is engaged in caring for another prospective brood will sometimes peck the ones which are then "on their own feet," as much as to say, "It is time you were self-reliant enough to scratch for your own subsistence." It soon becomes necessary to put a wire partition in the cage, thru which the father-bird will for a long time feed the young ones which have been thus separated from him, while still attending to his duties in caring for the mother and the newly arrived nestlings.

How much the birds did to stimulate the children to self-activity and to arouse the spirit of inquiry it would require a volume in which to state. The nesting and rearing of the young were of the greatest fascination and perhaps no one will ever know how much of the mystery of human life was explained thru the process which followed the mating of Jim and Nellie. One five-year-old philosopher, after gazing intently at the nest full of newly hatched birds and eggs yet to hatch, exclaimed sententiously: "Well, I'd like to know how *people* get their eggs!" This little soul, thru his experience with the birds, was already beginning to realize the unity and universality of life and the causal dependence of all phenomena. Miss Margaret Morley's "Song of Life" in its simple, direct truth-telling contains the answer to the child's question. We would also refer one dealing with such questions to Miss Morley's "Seed-babies" and "Life and Love."

Someone remarks, "Education results in philosophy." Shall we take the first steps toward this result by giving our kindergarten children the benefit of teleological methods?

THE PHILOSOPHY OF PLAY.

GEO. A. COE, PH. D.

THE acceptance of the theory of the kindergarten carried with it the inevitable question why should the principle be dropped when the child is six or seven years old?

If natural instinct gives the clue to correct methods of education up to this point, why should we assume that nature's guidance is useless in the grammar school, the high school, and even the college? Is it not just possible that, if we could get hold of nature's method, the entire educational course from the first day of the kindergarten to the last day of college would lose entirely its traditional repressive character of and become a free and joyous expression of the natural impulses of the student? In other words, may not the whole of education consist not in replacing play by work, but in causing the pupil to discover that there is nothing more full of fun and enjoyment, nothing more natural, nothing more free, nothing more harmonious with our deepest impulses as to study and learn, to submit to the conditions of peaceable community life, and finally to assume the duties which the world has falsely placed in sharp contrast with the play impulse? In a word, is it not the function of education to cultivate rather than extirpate the play impulse?

This is the problem that the educational world has been facing during the present century. And it must be admitted that, the more the problem has been thought about, the more have educators tended to admit that the fundamental principle of the kindergarten is the fundamental principle of all school training. And what are the results? The schoolmaster's rod has disappeared. The dunce-cap and the dunce-stool are scarcely remembered any more. The annual contest between the country schoolmaster or schoolma'm and the most daredevil boy of the district is nothing but a tradition. The teacher, in short, has been transformed from an oppressor into a friend. Studies, too, have been transformed. The question is no longer one of compelling the pupil to do a given task whether he likes it or not, but of finding the easiest and pleasantest way of making him acquainted with what he needs to know. The worship of text books is almost at an end. We begin to admit that there was some justice in the theory of Rousseau, Pestalozzi and Froebel, that direct contact with nature has an educational value, and so, the pupil of today studies nature as well as books, and the teacher may be seen conducting a class in the woods or meadows or by the

streams. More than that, we have learned that the restless hands and the inventive wits of the roguish boy are signals to us of the boy's need of an education that takes in the hand as well as the mere intellect, and so we are putting manual training implements and facilities into the schools.

Applied to colleges, academies and high schools, this principle of freedom in education has led first of all to a complete revolution in methods of government and discipline. Elaborate systems of artificial rules enforced by elaborate systems of espionage and of penalties, the whole devised and worked under an assumption of depravity in the student, these have given away to a few general principles of gentlemanly and ladylike conduct, and a few methods of securing the common good, the whole made impressive and effective by establishing relations of friendship and mutual confidence between the teacher and the taught. Do you realize that, within the lifetime of men now living, it was common for colleges to maintain a great body of minute prescriptions, each of which was enforced by a specified penalty, frequently of a penalty in dollars and cents? A freshman must lift his hat to a senior as well as to a professor. Every student must lift his hat to a professor. Imagine, if you can, the condition of students who need such rules! One of the celebrated rules was that students should not go upon the roof of the college. Is it any wonder that the pleasantest memories of the alumni of such institutions are the memories of breaches of discipline?

Fifty years ago, when men like Mark Hopkins and Martin B. Anderson proposed to run colleges without a system of rules, they were looked upon as visionaries. Anderson made it a condition of his acceptance of the presidency of the University of Rochester that he should be allowed to manage the students without rules. As a result that university was singularly free from disorder at the very time when other colleges were struggling to suppress outbreaks of all sorts. I well remember how proud I felt of the tradition of my alma mater and of being able to say that I was not subject to any rules. Those principles are today almost universally accepted in the colleges of the country, and they are being adapted also to the secondary schools with such modifications as the greater youth of the students makes essential. The effects are wholly good. It is universally recognized that the conduct of college students has improved. Hazing has almost entirely disappeared. College property is safe from most kinds of depredation. Drunkenness and gambling are rare and exceptional occurrences. Several colleges actually leave their students unwatched during examinations and permit the students themselves to deal with any man who is caught cheating by any of his fellow students.

Coincidentally with this movement to let the students have free swing in respect to conduct, two other most significant movements

have appeared. The first is the growth of the college Christian associations. The time was when religion was looked upon as something to be dealt out or at least controlled by the authoritative hand of the college. What a transformation when students are trusted in a Christian college to organize themselves into a voluntary association without control from above and to manage among themselves some of the most important religious matters? The other movement is that in the direction of free election of studies. The college of three or four generations ago prescribed everything. The college of today permits the student to select first, which of several groups or general courses of studies he will pursue; second, in what department he will do his major work, and finally, which of the many possible special courses he will adopt in order to fill his time.

The whole movement is in the direction of letting each individual have free expression of the impulses and adaptations that are within him. To that extent it seeks to reduce student life to play.

From the Atlantic to the Pacific students of various colleges are bewailing the loss of college spirit. Sometimes students of one section fancy that they are worse off in this respect than the students of some other section. Students in western institutions imagine that the difficulty lies chiefly west of the Allegheny mountains. Yet I have been hearing this same complaint for much of the eighteen years that I have been associated with colleges east and west. Only a few months ago the same wail was wafted to me from old Harvard, which is commonly looked upon as the pattern and beau ideal in this regard. The fact seems to be that we are dealing here with a phase of the general development of college education in America. And I think we shall not go far astray if we seek the root of the supposed difficulty in the substitution of freedom for repression. The student has no longer any enemies to fight. He is no longer in the presence of a standing challenge from the faculty. Many a man has confessed to me that he broke faculty rules just because they seemed of themselves to be a challenge to him to test his daring, his ingenuity and his grit. Thus, the old system of discipline provoked the very evils it was intended to prevent. Incidentally, it tended also to cement various groups of students in a friendship of daredevilry.

The artificiality of this life was reflected in various ways. The natural and inevitable grades of students in age and attainment were accentuated by the upspringing of class rivalries whence sprouted the whole hazing system. It is difficult for a student of today to realize what this system was in its full bloom. Yet scarcely more than a quarter of a century ago elaborate torture of freshmen was a fully established and recognized institution in a large proportion of the best colleges of the land. What has killed it? The answer can be given without hesitation. Hazing drew its vitality

from the artificial atmosphere of the old-fashioned college, and died a natural death when the colleges made their return to nature.

Here we get the clew to the complaints concerning the decay of college spirit. The old type of college spirit, the artificial spirit called up by the denial of freedom, has certainly died, and it will see no resurrection. The maintenance of such college spirit depends upon a repressive attitude upon the part of the faculty, and such attitudes have been definitely outgrown.

The complaint about the decay of college spirit does, however, call our attention to an important problem. It indicates that, in the process of adjusting ourselves to the new order of things, some of the student's natural cravings are not satisfied. He needs something that he has not found. Let us ask, therefore, what the student of today is substituting for such exercise of the play instinct as used to be called out by the system of repression.

Three forms of student enterprise stand out at once in answer to this question. They are athletics, glee and mandolin clubs, and contests in debate and oratory. The physical energy that used to go into cane rushes, hazing and other class rows now expends itself upon the athletic field. Instead of the old-fashioned broils between the students and the young men of the town—the town and the gown—we have now intercollegiate contests of physical strength, prowess and skill. The classes which formerly met only to inflict bodily pain upon one another now meet in a friendly tournament of baseball to determine the championship of the college, or struggle for points in field and track sports. Again, instead of the midnight marauding of the days of yore, we have concerts of the glee club, or the presentation of amateur dramas or operas. Here and there a classic Greek tragedy or a comedy of Shakespeare has been presented. More and more, also, the natural fondness for contests is finding outlet thru voluntary associations of students for promoting excellence in oratory and debate. The different literary societies select teams of debaters, which meet one another in a tournament to decide the championship of the college, and the champions of the college meet similar teams from other colleges. And all this is done voluntarily by the students without pressure from the faculty and with relatively slight guidance.

In harmony with this transformation of student enterprise from warfare upon the faculty to exhibitions of skill in music, of mental acuteness in debate, and of physical strength or perfection, college spirit has been called upon to convert itself into enthusiasm for these new forms of student enterprise. The individual is called upon to pay his money to support these costly enterprises, to employ his lungs to cheer on the contestants, and to join with his fellows in fitting celebration of triumphs. I have seen sights within the last few years which, though they seem natural to us, would have been incredible to college professors of fifty years ago. I

have seen, for example, a group of several hundred men gathered to celebrate some victory of brain or of brawn marching noisily through the streets and assembling in front of a college building, or even within its halls, mingling with singing, speech-making and cheering—all the noises that ingenuity could devise, yet never once in word or act offending against morality, never molesting college property, never attempting to annoy a member of the faculty. Nay, I have beheld grave and dignified professors, men of learning whose voices are listened to with respectful attention in the councils of church and learned body, actually joining the procession, lending their voices to swell the joyful sound, and even speaking openly the pleasure they felt in seeing things let loose!

Truly, this is a new order of things! Student and professor alike are emancipated. The old walls of separation are broken down. Youth has won the freedom which it coveted for so long, and age is learning the secret of perpetual youth. Most marvelous of all is the evidence that freedom increases rather than diminishes all needful self-restraint. For, whereas, faculties once made strenuous effort to prevent students from committing certain offenses and largely failed, these very offenses disappear when the faculties cease trying to prevent them. Does this not remind us of the paradox of Jesus that whosoever seeks to save his life shall lose it, while only he who loses his life saves it?

But, in spite of all this progress, students are not yet quite satisfied. They complain that college spirit is lacking or defective, and feel that they do not have enough fun. And I agree with them. They have won freedom, it is true, but they have still to gather some of the sweetest fruits of liberty. The play impulse must come to a still fuller development. And the work must be done largely before students enter college. In order to explain this, permit me to mention one or two signs that the student's play impulse, tho given its freedom, has partly missed its goal.

First, then, students are taken too seriously. Something of the old notion of a necessary antagonism between work and play abides among us, and the result is that too many students, in college and out, assume that earnest study must be drudgery. They go at their studies in the mental attitude of slaves, and it is not to be wondered at that they find their work irksome. Doubtless many students actually believe that there is no fun in studying, and that it is only by an act of meritorious self-denial that they consent to get their lessons at all. Yet they work fully as hard at athletics with no sense of self-denial, and they study as hard over the problems presented by their student enterprises and never think of complaining. I have known students to expend upon a mere prank enough mental energy to pass an examination upon one of their studies, and the prank they counted fun both in the planning and the execution. The dread of examinations, by the way, is not altogether a natural dread, it is

partly abnormal. Children, and grown persons, too, frequently take examinations in the form of puzzles or games calling for mental dexterity without a thought of being bored. Moreover, a child takes delight in telling what it knows, and so do many grown people. In their oratorical and debate contests, too, students subject themselves to prolonged mental exertion and severe tests without flinching or finding any slavery in the work.

But, you say, in puzzles, games and contests nothing of importance is at stake, whereas in school studies one's whole progress is involved. Both parts of this statement may be questioned. First, puzzles, games and contests are of very great importance. They are a part of nature's system of education, and their use is to train the faculties for the severer strains and contests of mature life. Again, the school life is simply a part of the same scheme of which games and other contests form a part. They all have reference to one's real success in life. But, more than that, one's prospect of real success in life is not measured by one's ability to secure marks from the teacher. The slavery of studies and examinations arises largely out of a misuse of them. Certainly the teacher should strive to make interesting all the subjects he teaches, and the pupil should be made to see that there is a direct connection between his interests and ambitions and the work in hand. But much depends upon the attitude of the student's mind. Fellow students, banish from your thoughts the foolish notion that there is any road to success, any way to true happiness, any outlet for the play impulse itself except the genuine development of your faculties. Your studies and examinations are in the intellectual realm what your athletic contests are in the physical. Either one may be made into drudgery or into play according to the spirit in which the exertion is made.

There is absolutely no moral or intellectual value in drudgery, and the time is past when even a plausible justification can be offered for slavery. It pains me beyond expression now and then to find a student feeling that he is simply driven, that he never has an opportunity to do what he likes to do, but must forever be at the tasks imposed by his teachers. Such a student is likely to fancy that there is some virtue or peculiar saintliness in taking a long time to get a lesson or in burning the midnight oil. I sometimes have to say to my pupils, "Don't spend too much time on this lesson, but go at it with your eyes wide open, assume that it's just fun, watch what you are doing so as to hit the nail on the head the first time, and thus have fun with your study and at the same time save time for having other kinds of fun." In a word, it is possible for a student to take an attitude toward his studies that will make of him either a slave or a free man, and of his work either drudgery or joy. Stop for a moment, and think whether in going to school or college you are not doing just what you want to do. You are having your own way. You esteem it a privilege to be here. Why,

then, should you permit yourself to feel that the very work you come here to do is irksome? Why do you go at it in such a slavish spirit, with bowed head, and sighs, and backward glances at the playground? Awake! thou that sleepest. The ancient contrast between work and play is exploded. What you are called to do in your studies is to play with your mind, as at other times you play with your muscles.

Another evidence that the play impulse, though no longer hampered as of old, is partly missing its golden opportunity, is the tendency to make work out of play. For example, athletic sports, which might be and ought to be, a spontaneous, care-free bubbling up of youthful vitality, have become a heavy burden upon the minds of students. The same is true to some extent of the musical clubs. The desire to make a large show has introduced the element of money making in undue proportions. Too much is undertaken, and the result is, first, that the many who cannot excel are discouraged or crowded out of the sport; second, that those who can excel are pressed by public sentiment to give too much time and strength to play; indeed, to make drudgery out of what started out to be just play; and third, that the managers are subjected to the temptation to secure success at the expense of honor. Professionalism in athletics is a natural result of the despite done to the play instinct. The trouble is that what should be play is made into grinding work. This is the real entrance of the professional spirit, the surreptitious hiring of players merely carries out into detail what is here admitted in principle. What is needed is a return to simplicity, to the genuine play impulse. There must be opportunity and incentive for general participation in the games, and artificial or overgrown ambitions should be lopped off. In short, our plays must be more completely filled with the genuine spirit of play.

Thus, both in his studies and in his games and social recreations, the student needs to cultivate the play spirit. This is the spirit of freedom, of unhampered self-expression, of all the joyful realization and exercise of power. It is the spirit of the man who whistles as he goes to his work; of the soldier who, on the eve of battle, sleeps like a care-free child, and wakes on the fateful morn with a song or a laugh; of a child of God who has learned to say, "All things are mine, whether Paul, or Apollos, or Cephas, or things present or things to come, or life or death, all are mine."

Indeed, when we come to ask what, after all, the play spirit is, we begin to suspect that it is nothing other than the liberty wherewith Christ has made us free. In its fullest development it is the joyous sense of sonship with God. Jesus fully recognized it in both his conduct and his teaching. He not only shared in the merriment of the wedding party at Cana, but did what he could to prolong it. He calls us not servants, but friends. When we feast, we are not to be of a sad countenance. The Heavenly Father is pictured to us

in the story of a man who when his wayward son returned to the parental roof, commands to kill the fatted calf, and to eat and be merry. The kingdom of heaven is like a woman who, when she has found a lost piece of silver, makes a party for her neighbors and friends, saying unto them, "Rejoice with me."

From all this it appears that the sons of God are to live a life that may be figured, not inappropriately, by the free, spontaneous play of a child. And how sadly does this heavy-laden world and this nervous age of ours need this gospel of freedom, the gospel of play! How many an aching struggler in the prosaic and unhuman strife which we call business feel like praying

"Backward, turn backward, O Time, in your flight,
Make me a child again, just for tonight!"

We are not, then, to suppress and destroy the child-life within each of us, but to enlarge and perfect it.

When the Great Teacher was asked who is the greatest in the kingdom of heaven, he called to him a little child, saying to his disciples, "Except ye . . . become as little children, ye shall in no wise enter into the kingdom of heaven."

WHAT PERFECTED FORM WILL THE KINDERGARTEN TAKE ON IN THE FUTURE?

Changes no doubt there will be on every hand, but predictions as to their nature are futile, since many modifying circumstances will intervene of which we cannot even dream at present.

Yet are we always permitted to indulge in hopes, and among the uppermost desires of all may be found: improved sanitary conditions to promote healthier physical growth; teachers fitted by nature and education to enter into the heart of a little child and help him "unfold his essence"; materials to serve as means rather than ends; recognition of the fact that the child lives both within and without himself, so that science and art, fact and fancy, the real and the imaginative, must touch his life, each ever supplementing the other.

CAROLINE T. HAVEN,

President International Kindergarten Union.

THE HIGHEST SERVICE OF LOVE.*

AFTER all that has been said in so many forms of speech, love remains unexplained and unfathomable; we know its manifestations, its modes of expression, its surrenders and sacrifices, but the heart of it we do not know; if we could penetrate this mystery we should understand God. The mystery of God, which lies like a luminous cloud about us, would be revealed if it were possible to analyze and probe to the bottom any pure human love. Wherever love is there dwells the mystery of God; mysterious because it is too sacred for the searching of that alone, and too vast for the capacity of present experience. The touch of the infinite is upon it, and it shares the boundlessness of the infinite; for no time is set for its duration, and no limits for its growth. Age, pain, weariness, sorrow, denial, do not weaken it, and it faces death with sublime indifference.

There is an instinct in the soul of love which knows that it is immortal. There come to it at times the premonitions of eternity; it cries out for infinite capacity and limitless time. No language is adequate to bear the burden of its expression or to reveal the glory of its pure and passionate craving to serve to give, to surrender, to be and to do for the child, the wife, or the friend to whom it goes out in a silent, unreturning tide. After it has said everything, it retreats baffled and helpless because it has left everything unsaid. Its constant pain is the burden of unexpressed feeling. Try it as it may every form of speech known to men, and in its heart of hearts there remains the consciousness that the deepest and truest things have not been said. The heart of man has overflowed in song, in art, in noble devotions of word and deed, but the heart of man is still an unplumbed sea. If love were mortal, it could find a voice sweet enough and of adequate compass to convey that which lies in the depths of its being; but how shall the immortal put on mortality? When the Infinite, twenty centuries ago, put on the finite, and the immortal wore the garments of the mortal, the divine was compelled to hold back the most glorious part of its nature because there was no language among men fine enough for its purity or capacious enough for its vastness. Christ was not only the revelation, but the veiling of the

*Thru the courtesy of W. Hamilton Mabie we are permitted to reprint the editorial, "The Highest Service of Love," which appeared in the *Outlook* for January 27.

Father. If love were finite, it would not bear forever in its heart a deep sense of helplessness; it is ready to give all, do all, save all, but it can give only a cup of water where it would open a fountain, and plead and pray where it would gladly lay down its life. The pain of love is rooted in its immortality.

And as its pain of unexpressed feeling and devotion is rooted in its immortality, so also is its divinest revelation of itself. For the highest service of love is not to console but to inspire, not to comfort but to stimulate. In the wreckage of hopes which sometimes overtakes the strongest and the best, love alone finds a hearing, and brings that sense of companionship which is the beginning of consolation. Wherever darkness settles, there shines the light of love; and when the smitten arise out of the prostration of grief, it is the leading of this light which they follow with steps that grow stronger as they struggle on. The sorrow of the world has always sought the heart of love as its only place of hope.

But love has a higher ministry, its glory is not in service in hours of disaster, but in its noble compulsion to do and to seek the best. He loves best who demands and secures the highest from the loved one. The mother loves her child most divinely, not when she surrounds him with comfort and anticipates his wants, but when she resolutely holds him to the highest standards and is content with nothing short of his best. The immortality of love shines in a home, not when blindness shuts the eyes of the mother and wife, but when the clearsightedness of her love reveals itself in the greatness of her demands and expectations. It is a fable that love is blind: passion is often blind, but love never. They who love are sometimes blind to the faults of those for whom they care, but not because they love them. When love has its way, it grows more clearsighted as it becomes deeper and purer. Happy is the child to whom the love of a mother is a noble stimulus, and fortunate the man whose wife stands not for his self-satisfaction, but for his aspiration—a visible witness to the reality of his ideal, and unflinchingly loyal not only to him but to it.

For love, being immortal, cannot rest in anything less than the immortal in another; it craves perfection because perfection is the sign of imperishableness; men gather up and carry the perfect things from century to century because these beautiful finalities of character, of speech, of art, of action, confirm its hope of immortality. He

who truly loves is irreconcilable to faults in one whom he loves; they blur the vision which always lies in his soul, and in the beauty of which his heart finds undying freshness of devotion and joy of anticipation.

The wisdom of love, which is wise in exact proportion to its depth and self-realization, is shown in its actions rather than in its indulgences. The ministry of consolation is divinely appointed, and love knows all its potencies; but love also knows that nothing is ever really lost in this world except opportunity; all other losses, however bitter, are for the moment. With this wisdom in its heart, love knows that it saves most when it saves life for those whom it loves; for life is not simple existence; it is growth, and things which come with growth. He loves me most who helps me to do and to be the best and the greatest in any human relation, and he who says the most comforting things to me when death has interrupted that relation. That fellowship, if it was true, will survive the touch of death; but if I have missed the heart of it by accepting something less than the best it had to offer, who shall call back the vanished years and restore the lost opportunity? I part from my friends, but I do not lose them; what I lose is the growth, the unfolding, the task, the vision, the chance of love in this present hour.

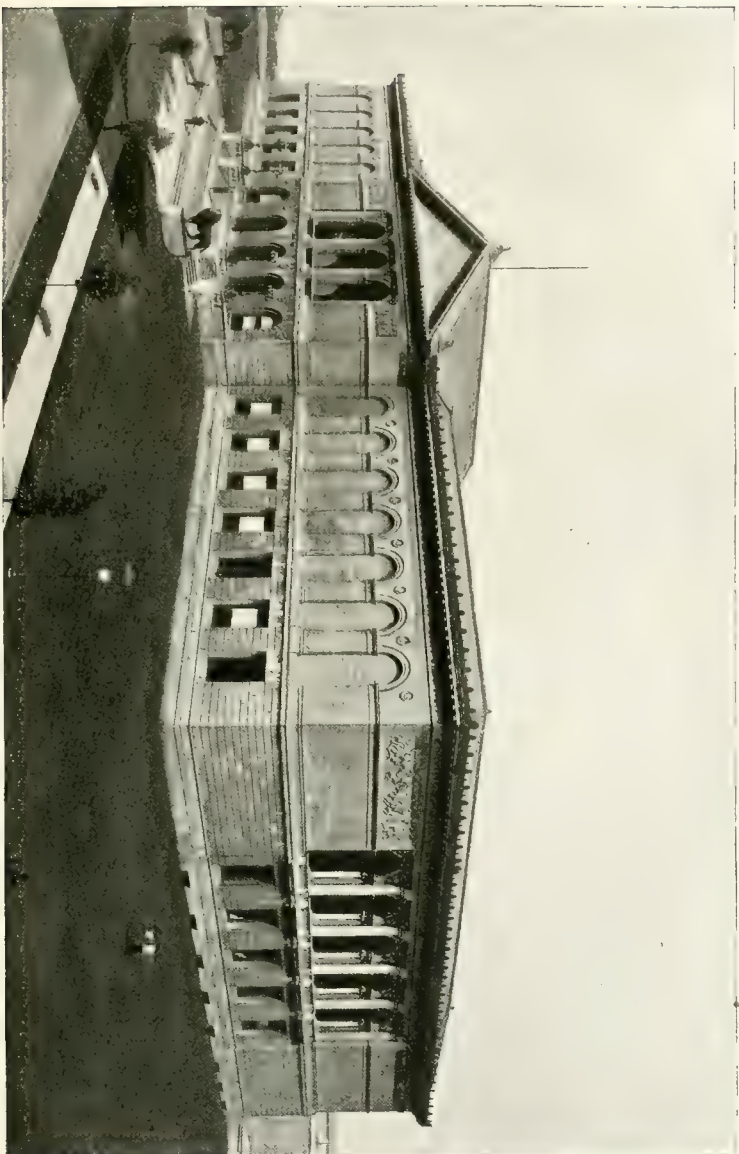
"Send some one, Lord, to love the best that is in me, and to accept nothing less from me; to touch me with the searching tenderness of the passion for the ideal; to demand everything from me for my own sake; to give me so much that I cannot think of myself, and to ask so much that I can keep nothing back; to console me by making me strong before sorrow comes; to help me so to live that, while I part with many things by the way, I lose nothing of the gift of life."

SAWING SONG.

(For dividing Third Gift Cube.)

NORA A. SMITH.

Whiz, buz, sings the saw,
Forward, back, push, draw!
Keep the teeth in perfect line,
Cut the wood in pieces fine.
Sing away, sharp saw,
Straight through the wood draw.



CHICAGO ART INSTITUTE, LAKE FRONT.

THE KINDERGARTEN AND ITS EFFECTS AS SEEN IN THE GRADES.

W. J. POLLOCK, MILWAUKEE.

TO a layman the kindergarten means little but a play school and play means nothing to him, hence a kindergarten means no school. Times without number have mothers objected to my putting their little ones into the kindergarten, saying they wanted them to be learning something. Even bright, well educated people think it a waste of precious time. The large majority of parents allow their young children to stay in the kindergarten simply because they will not be accepted in the grades, and they find them unhappy and restless at home.

Even among its best supporters the kindergarten is judged more by its physical results than by those intangible signs of mental, moral and physical unfolding that are plainly evident to the one who studies children. The carriage of body and the sparkle in the eye, all betoken the sense of power and the ambition to conquer new tasks.

Many parents dread the day when their tender lambs are to be thrust into the great public school with all its many opportunities for learning evil. On the other hand, the child who is brought up carefully in the hothouse of the home, guarded from every breeze, allowed to see and hear no evil, is quite as much to be pitied. Such a child is almost certain to take on that notion so often seen in grown people, self-educated, so called, viz.: that they have the sole copyright, international, too, upon all the information they possess; and this body of knowledge lies so close to their eyes, that they are unable to see any good in others. This characteristic might be called self-conceit. With wise management this can be overcome in the kindergarten and leave the child ready and free to progress in after years.

From the parents' standpoint I have observed that children liable to be restless and nervous at home are calmed and made happy and contented after attendance in the kindergarten. Such children need methodical work with brains and hands to relieve the nervous tension. The kindergarten also furnishes them a new and well selected

series of games and work, so that in future they are able to amuse themselves and work out their own educational salvation at home, as well as at school.

The constant attention paid to altruistic ideas slowly but surely brings the selfish one to outwardly acknowledge his neighbor's rights. This may come about more from the sinking of the individual into the social whole, than that any strongly marked moral sense of others' rights has sprung up.

The child who finds restraint irksome will gain such an interest in the work he is able to take home, that his fetters will be forgotten, and in their place a genuine enthusiasm holds him in its power.

The admirably arranged program, for all the year round, brings the child into close and sympathetic touch with the world around him. The days devoted to patriotic exercises stir the child's emotions and imagination in a most healthful manner, as do also the different trades and occupations as they appear on the program. These are all so well reinforced thru gift and occupation, song, game and story, that the impressions can not help but be deep and lasting.

It would be a truism to say that a child tries to find the expression of his developing nature in play. In his efforts to imitate the life of grown people he is obliged to play at real life. This play, or fancy, if you please to call it such, is stern reality to the child, and any method of education that deprives him of his play as a means of development is cheating him of his birthright. Play finds its full expression and satisfaction only in the social sphere. Even with the most complete home environments there is still much lacking of the education required by the well-rounded man, fitted to cope with his fellows in any sphere.

Even at three or four years of age the child seeks the companionship of children of his own age. We have all seen the sad mistake made by parents who limit their children to home companionship only. How completely swamped they are when finally thrown with others into a large city school! Every one recognizes such children and they are labeled "baby" at once.

It may be argued that the child can have blocks, gifts and occupations at home, and handle and build them according to his own instincts. Yes, but how many half-finished houses, toys and other efforts are always the result of these misguided, misdirected attempts

of childhood! At home the little one, and the larger one, too, builds up his house of blocks. It is the result of his power over the materials in hand, and in less time than it takes to tell it he knocks it over. That, too, shows power—will power, too. The kindergarten holds the child from day to day upon a given piece until it is finished to the best of his ability.

The kindergarten is a poor place for fostering precocity. It believes, as some one has said, "That the sun should never go down upon the first sign of precocity. It should be starved out by turning our backs upon it."

Do not understand me to maintain that the kindergarten, as we find it, or even in ideal conditions, is a panacea for all school ills. If applied at the right time in the child's evolution it leads him into the most perfect development. But how insipid it becomes to the child when he enters the stage beyond! He now wants to do as the big boys and girls do. He feels swell within him the strong desire to reach up to the grades.

The kindergarten age is but one of the many metamorphoses thru which the child passes, and should never be stretched out to cover an age very unlike it in every respect.

In passing, it may be said that Froebel devised the most perfect scheme yet known for the thoro and rational education of the young child. The child under guidance is doing the things his nature craves most.

The extremely simple character of all the material used proves its perfect adaptability to the child's needs. At the same time it lends itself to such limitless combinations that it can be used with good effect thru the primary grades, too. This is especially true of all work in cutting and modeling. We are now looking for the seer of far reaching vision who will outline for us a plan of education, thru self-activity, that will continue the kindergarten idea, along with the acquirements of the tools of the "three R's," at least to the fourth grade.

Let us compare the kindergarten child, as he enters the first grade, at six years of age, with the one of like age just from home. What has the kindergarten child in habits or knowledge, in training or acquirements, in developed faculties or trained muscles that are not possessed by the other?

He has become acclimated to the school room life and is used to working with others. He has passed the days of weeping at finding himself alone and far from home and kindred. There is nothing novel or unusual in the fact that he is in a crowd. His fears have given way to trust and confidence, but, more than all these, he likes school. His whole connection with school has been associated with pleasure and enthusiastic interest. This interest will carry him over much of the required drudgery connected with the never-ending drill necessary to fix the three "R's" on the equally important "S" of his grade work. The kindergarten is emphatically the room of all rooms where sunshine abounds; where bits of decoration, pleasant words and pleasanter ways are always found.

He certainly has a much better idea of form. His attention has been daily called to the shape of his gifts and other material. He has handled the blocks, compared them; built them into forms of beauty and usefulness; represented boats, cars and endless other articles with them. With splints, drawings, cutting, sewing and modeling in clay he has studied a large variety of forms. This ability to compare and notice likeness and differences in shape assists him in learning the forms of words and distinguishing between them, as he never could have done without his kindergarten knowledge.

He acquires a generous fund of general knowledge concerning the world and its people; bits of history and scraps of science that will set his mind working in the right direction.

He has learned to give attention, fixed attention, to the directions given by the teachers, for no good kindergartner would ever allow an exercise to pass as finished until each child in the class has performed it. He has also learned to follow directions in the gift and occupation work, as well as in the games. His intellect is quickened thru observation. He is taught to look at things. His senses are trained thru the guessing and hearing games.

Thru song and story the memory and the imagination have been developed and strengthened.

The control over the hand gained thru the manipulation of the gifts, and also in the occupation work, assists very materially in learning to write and draw.

In number work, too, he has had abundant practice. He has counted in his games and at his table work, thus learning numbers

in the natural, practical way. He is already prepared in that as in reading, to learn the written symbols that stand for the things he already knows.

But in this, as in all other mental training, it is difficult to point to a definite fact or condition and say: "That was the turning point and this the cause of it." We are obliged rather to judge negatively. The children who have no kindergarten training, or poor training, show by their faults what the training has done for those blest with good kindergarten training. In my own school we have an admirable illustration of the difference between good and poor training. Two classes very nearly of the same age had two very different teachers. One was the best kindergartner I have ever known, and the other was a young, inexperienced girl with but one year's training beyond her high school course. The first class has been marked for brightness of intellect, breadth and grasp of studies and for an unfailing interest and enthusiasm in all their grades. Most of them have gained a year in the grade work.

The second class has always been noted for inattention and inaccuracy. They have been satisfied with as little work as their teachers would accept. They were always miscalling words in their reading, putting in words that meant nearly the same thing. Most of this class have had to repeat portions of several grades until now they are nearly a year behind. Pupils who were irregular in the kindergarten show similar bad habits.

To recapitulate: The child needs companionship, even in early years. He must form his habits then for life. These cannot be safely left to chance. Home education is unmethodical, fitful and very apt to develop self-conceit.

2. Parents find their children growing restless, nervous and fretful if kept at home and away from other children. The daily methodical exercise of hand, brain and emotions furnishes the antidote for these troubles.

3. The kindergarten program furnishes the best scheme yet devised for the education of early childhood.

4. We need for our primary grades a carefully planned system of education thru self-activity that, while carrying out the kindergarten idea, secures the acquirement of the tools of book learning.

5. The kindergarten develops and trains the physical being, quick-

ens the moral and intellectual life and puts the child in the best possible condition to take up the grade work. He can give fixed attention and follow directions. He is ready to work with others and perseveres until his work is completed.

6. The character and ability of the teacher, together with the kind of attendance given by the pupil, determines largely what the results will be. Occasional attendance or a poor teacher will produce positively bad results.

INTERNATIONAL KINDERGARTEN UNION.

Program of Annual Convention to be held in Chicago April 10 to 13.

Wednesday, April 10, 8 p. m.

Central Music Hall.

Opening Meeting.

Brief addresses of welcome from local educators.

Address—Miss Laura Fisher, Superintendent of Boston Public Kindergartens. Subject, "Some Misconceptions of the Kindergarten."

Address—Dr. Arnold Tompkins, of Chicago Normal School. Subject, "Egoism and Altruism as Organic Factors in Education."

Thursday, April 11.

Woman's Club Rooms, Fine Arts Building.

10 A. M. Address by the President. Report of Secretary and Treasurer. Reports of Officers and Delegates. Appointment of Committees. Luncheon to Officers and Standing Committees.

2:30 P. M. Round Tables.

Stories—Leader, Miss Mary C. McCulloch.

Program—Leader, Miss Geraldine O'Grady.

Supervision—Leader, Miss Fanniebelle Curtis.

(Sub-topics will be ready later.)

8 P. M. Reception given by the Chicago Kindergarten Club.

Friday, April 12.

Assembly Hall, Fine Arts Building.

10:00 A. M. Training Teachers' Conference, Mrs. A. H. Putnam presiding. Subject, "Simplification of Kindergarten Work and Materials."

2:30 P. M.

University Hall, Fine Arts Building.

Address—Dr. W. N. Hailmann, Subject, "The Kindergarten and the School."

Address—Col. Francis W. Parker. Subject, "Science of Education, Its History."

4 P. M. Business meeting, election of officers, etc.

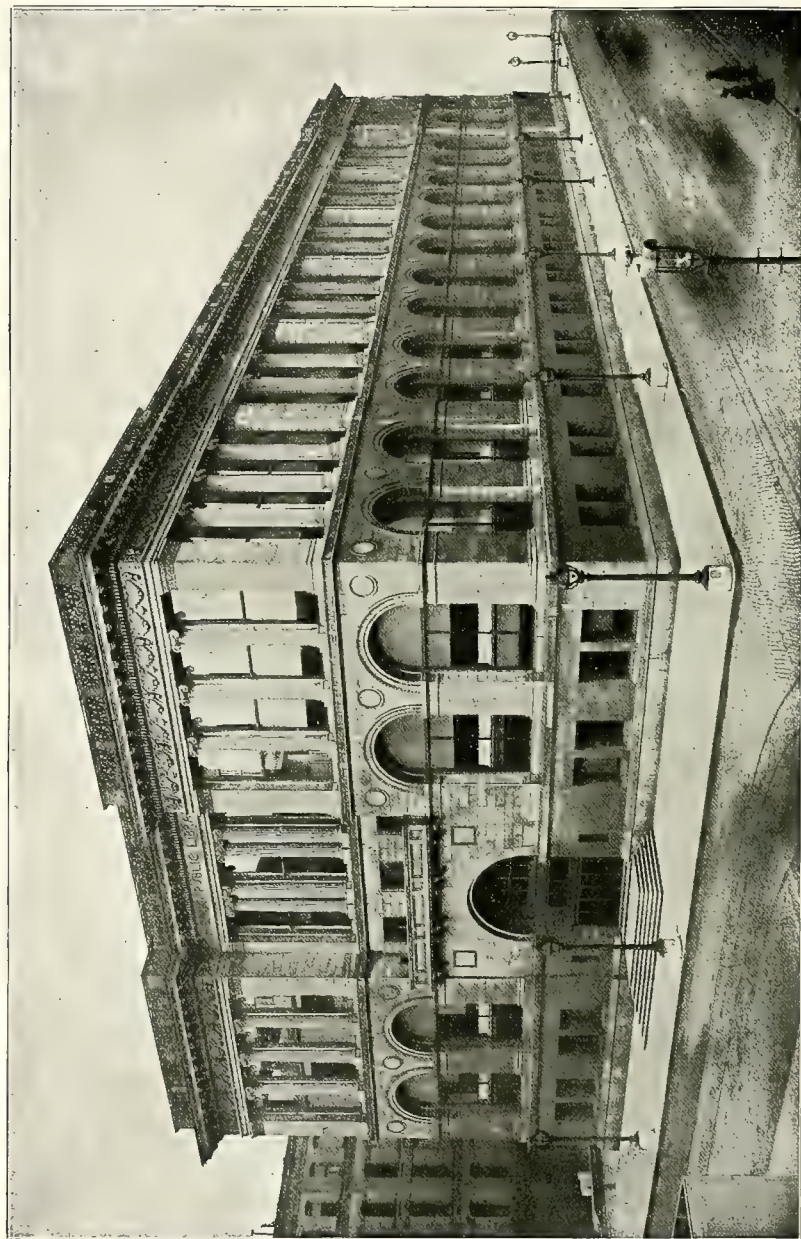
Saturday, April 13, 10 A. M.

Hull House.

Subject, "The Kindergarten in the Settlement."

Addresses by Miss Jane Addams, Miss Mary McDowell, Prof. Graham Taylor.

Closing business.

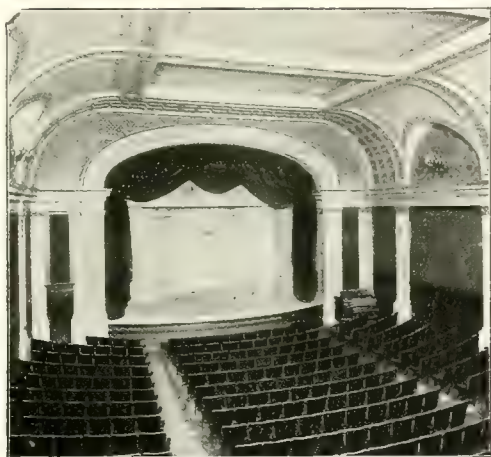


CHICAGO PUBLIC LIBRARY.

THE FINE ARTS BUILDING, CHICAGO.

HEADQUARTERS OF THE INTERNATIONAL KINDERGARTEN UNION, APRIL
10, 11, 12.

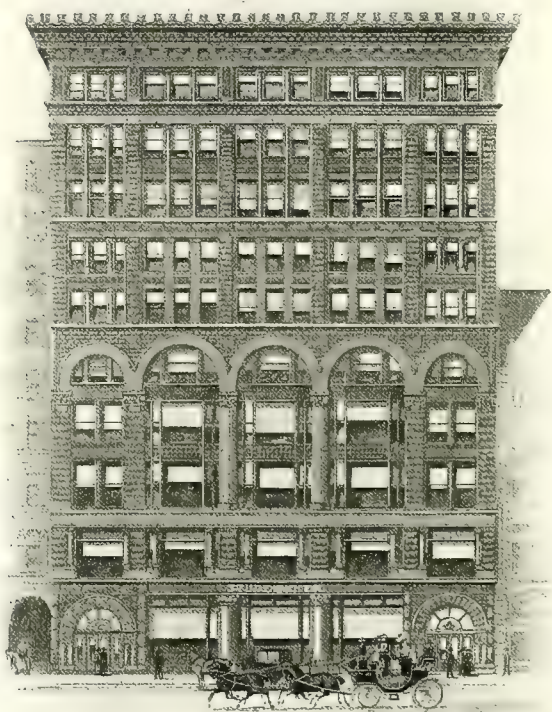
THE Fine Arts Building, conveniently located at 203 Michigan avenue, near Van Buren street, will be the headquarters of the International Kindergarten Congress, to be held April 10-12, which will be the eighth annual assembly of this educational body. This impressive building marks a unique step in business enterprise. As its name indicates, it is devoted to the exclusive use of the artist world. The idea of such an office building matured slowly in the mind of its present manager, Mr. C. C. Curtiss, for fifteen years. The original plan was strictly adhered to from the beginning, despite predictions of failure on the part of skeptical business authorities, and today ten stories of studios are occupied justifying the erection of the building.



UNIVERSITY HALL.

Located on Michigan avenue and Van Buren streets, the building is within easy reach of both the retail and wholesale business districts. The broad stretch of green lawn, varied with handsome shrubbery, which stretches between it and the lake, adds greatly to the beauty and appropriateness of its situation.

The facade of this home of the fine arts is noble and impressive. Two inviting arched doorways lead into the beautiful groined entrance hall, whose walls are decorated with engravings old and new. From it open two auditoriums. One of these is the finely appointed Studebaker Hall, the home of the successive relays of the



FINE ARTS BUILDING, CHICAGO.

Castle Square Opera Company. Here well presented English versions of operas, both light and serious, at popular prices, delight and refresh hundreds of busy workers thruout the cycle of the year. The smaller University Hall is a favorite for lesser instrumental and

song recitals. Various associations have found it a satisfactory place for convention purposes. Here the Department of Superintendence has twice met, and here the I. K. U. will hold most of its sessions. On the tenth floor is yet another auditorium, the so-called Assembly Hall, in which gather Chicago's élite for lectures and various social functions. On the fourth floor we find the lecture, class rooms and office of the Teacher's College of Chicago University.

Among the prominent social organizations that center here is the Chicago Woman's Club, a notable association of large and capable membership. Its various and efficient committees not only discuss all the important questions of the day, but are actively interested in furthering all progressive movements, such as those relating to vacation schools, city improvement, municipal art, etc.

The club has a beautiful suite of rooms on the ninth floor of the Fine Arts Building and has hospitably put these at the service of the visiting kindergartners. The president is Mrs. Caroline M. Edwards, and the organization is twenty-five years old.

Other literary and social clubs that find a home here are the Caxton, the Fortnightly, the Young Fortnightly, the Daughters of the American Revolution, and the Chicago Glee Club.

Distinguishing features of the building are the number of beautiful and artistic benches that afford a resting place on several floors, and the presence of a cosy corner here, a growing palm there, or an example of pleasing statuary. These give a character of repose and charm quite different from most office buildings. Glimpses of the æsthetic red or green of an artistic studio lend a charm to a passage thru the halls, and the sound of piano or voice pulsating thru the air keeps life from becoming too quiet or monotonous. Ascending in the elevator a glimpse of choice paintings on the second floor attract one to the fine art galleries of Deakin. Passing thru the corridor we gain the reception rooms of the Auditorium Hotel, which connect thus intimately with the subject of our sketch.

Many artists whose names are familiar to the readers of this magazine are housed in the Fine Arts Building—Calvin B. Cady, W. H. Neidlinger, Wm. B. Sherwood, Lorado Taft, Charles Francis Brown, Mari R. Hofer, Ralph Seymour, Miss Anna Morgan, Mrs. Milward Adams, Mrs. John Vance Cheney.

Among the literary and educational publishers are the following:

Prang Educational Company, in a handsome suite of rooms on the eighth floor; D. Appleton & Co., *The Dial*, *Saturday Evening Post*, *Child Study Monthly*. The management and many of the lessees are

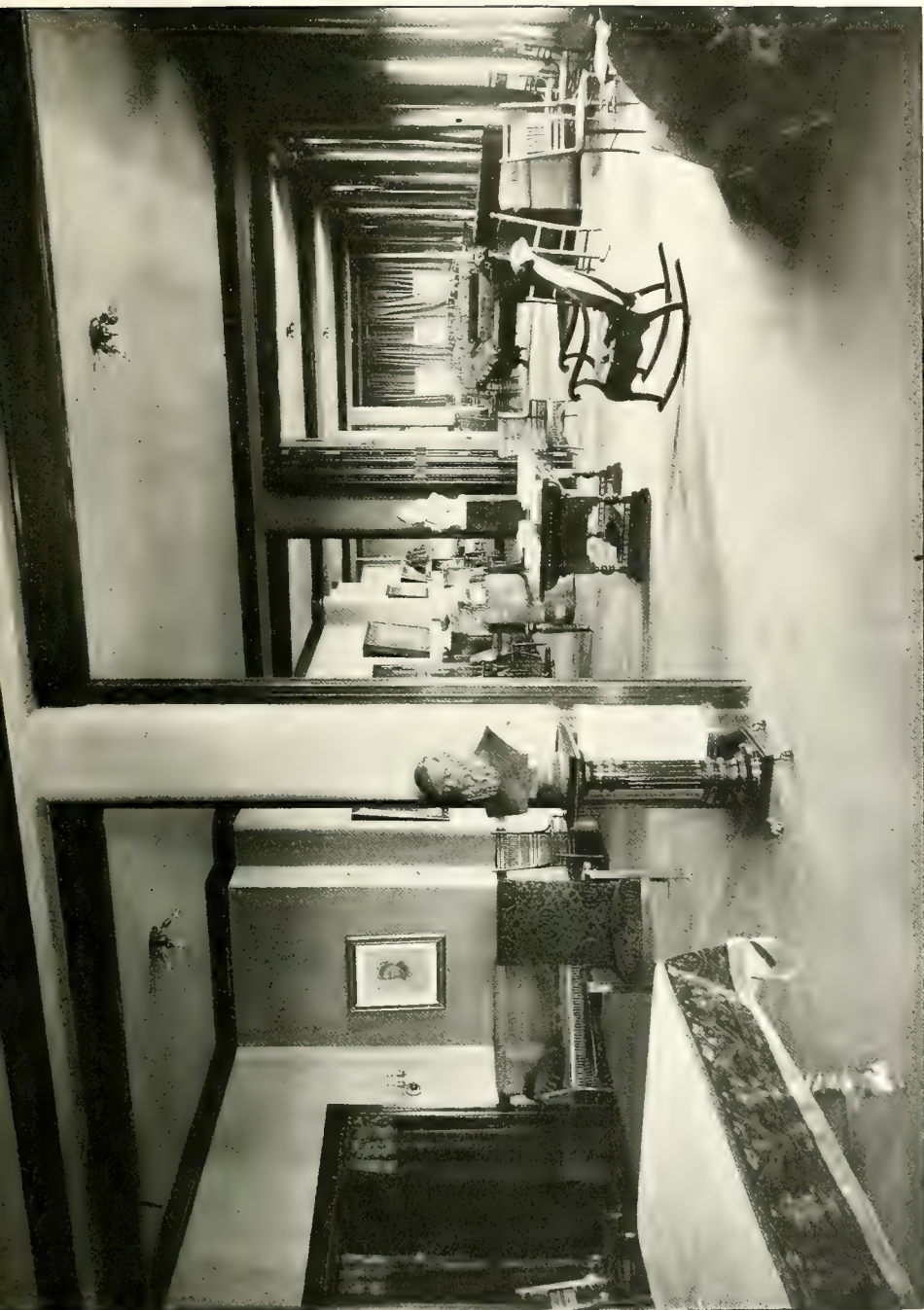


CORRIDOR FINE ARTS BUILDING.

interested in the kindergarten movement and the coming guests, who will find a cordial welcome on all sides. Ye editors of the KINDERGARTEN MAGAZINE are at home at Number 929, and will be proud to welcome old friends and new to their sanctum.

I deck my middle finger in a silver helmet bright,
 And play my darning needle is a little tiny spear;
 And then, you see, I make believe to sally forth and fight
 These great, big, monstrous, giant holes in papa's stockings here.
H. E. T. in *Youth's Companion*.

All the crimes of the man begin with the vagabondage of the lad.
 —Victor Hugo.



CHICAGO WOMAN'S CLUB ROOMS.

PHOEBUS AND GA.

ALICE D. PRATT.

THIS is a very old story, and also a very new story, and it will continue to be both old and new just as long as Phoebus and Ga shall walk together, and not even the very wisest professor in the very greatest college in all the world can say how long that will be.

Phoebus and Ga were a boy and girl. Ga, which is rather remarkable, perhaps, for a little girl, had been curled up fast asleep, ever since—oh, ever since the snowbirds could remember. She was wrapped in the warmest and softest of white coats, that sparkled with diamonds, so perhaps it is no wonder after all, that she slept so well.

But one day Phoebus came walking over the hills, all wrapped in a cloud of golden hair. When he came upon little Ga, he paused, and suddenly the wish came to him, that Ga would wake and play with him. Phoebus was, rather accustomed to having just what he wanted, so he stooped at once and kissed little Ga to wake her up. Ga stirred very slightly and laughed in her sleep, and her laugh was like a tiny brook, running in winter under the ice. Again Phoebus kissed her, and again she laughed. This time her laugh was like the first soft breeze of spring, stirring in the bare forests. Then Phoebus kissed her the third time, and this time she laughed herself wide awake with a laugh, that was like the first robin singing across the snow.

"Come, Ga," said Phoebus, "we will work and play together. I have great things to show you." The touch of Phoebus' hand was warm and gentle, and Ga was glad to be awake, and glad to have so good a friend. So they went merrily over the hills together to see what Phoebus had to show. At every frozen stream Phoebus paused, and blew upon it with his warm, soft breath. Even as he breathed, the ice began to crack and heave, and to move in great blocks down the stream. All thru the hills, as they passed on, sounded the crashing and grinding of the ice. Sometimes, looking toward the valleys, they could see the ice blocks piled in walls across the rivers, and the water rushing madly out on either side, filling

the valleys. "There will be a great flood," said Ga, trembling. "Perhaps," said Phoebus, "I can't help that. My business is to break the ice."

Then they went into the bare forests and breathed upon the trees, and shook the branches till the first green leaves fell from their trundle beds into the light.

Soon the forest was all astir, and into it came men and women, with pails and great kettles, and set about boring holes in the trunks of the trees, and catching the sweet sap as it bounded upward to the branches. "Now there will be maple candy, and syrup for the childrens' cakes," said Ga. As she spoke she looked at her white dress. "Why, Phoebus," she said, "my dress is all worn out." And indeed it was very thin and threadbare, and there were great holes here and there. "I will bring you a new one in the morning," said Phoebus, "and now I must go."

"Here is your new gown," said Phoebus in the morning, throwing it about her shoulders. It was of the purest, living green, and where your gown would have a clasp or button or a bit of ribbon, this had a tiny bunch of snowdrops fresh and sweet. Ga could not stand still for joy, but danced about the meadow till she fell from weariness, and as she danced she sang joyous little songs, now like the bluebird, now like the lark, and now like all the birds of spring.

"Shall we work today?" she said, at last, to Phoebus.

"Ah, yes," said Phoebus.

"There is much to do."

First they came to a great barnyard, and peered thru a small, square window into the barn. Phoebus' warm breath and the fragrance of Ga's gown with the snowdrop trimmings floated in thru the window. The cows lowed and stretched their necks, and the horses neighed and stamped.

They had no more than paused at the door of the sheep shed, before the sheep were bleating lustily, and one or two early lambs began kicking their heels and gamboling weakly. Phoebus peeped thru the bars of the chicken house. "Wake up, you lazy hens," he said. "Now is the time to lay your eggs, if you hope for early chicks." The farmer and his son were coming across the yard to the barn. "Hark to the hens!" said the farmer. "They know when spring has come. We must be ploughing tomorrow."

Soon Phoebus and Ga come to a school house, whose door was

standing open, and they passed in unobserved. Ga shook her flowery dress and laughed. "That was a robin," said one little girl to her friend, and they began talking about May baskets. Phoebus breathed softly thru the room, lifting the children's curls, and rustling their papers. "Let us make kites after school," whispered one small boy to his seat-mate. "Let us play marbles," said another. "I have a hoop," said the smallest boy of all. "We will roll it by and by."

"I will bring you a fresh dress every day," said Phoebus to Ga, as he said goodnight.

Ga's next dress was bright with dew, and was sprinkled with blue violets from shoulder to hem. There was also a wreath of violets for her hair. As for Phoebus, he wore always only his golden hair, that looked like a cloud of light as he came down each morning over the hills.

"Today, we must care for our flowers first," said Phoebus. So Ga loosened the rich earth, and sprinkled dew upon it from her gown, while Phoebus watched with his bright smile, and shook the light out of his hair. The flowers pushed upward into the light, and shook themselves out,—bells of white and blue and gold, jacks in the pulpit with gorgeous canopies, and lines of dainty breeches drying in the wind.

"And now the birds," said Phoebus. Everywhere, in woods and meadows, nests were building, and as they passed along, Phoebus and Ga paused often to draw a clump of grass more closely where the meadow-larks' speckled eggs lay under a close-thatched roof, or to place a protecting shelf of stone where the morning dove had laid her two white eggs, on the bare sand. Sometimes, Phoebus would point out, to a puzzled oriole, the safest swinging branch, and Ga would coax the leaves to cluster there. "Now we can play," said Phoebus, when the work was done. "I shall sail boats. What shall you do?" "I shall play in the meadows with the lambs," said Ga.

It was midsummer day. Ga's dress was trimmed with roses, and the air was very sweet. A warm hush was over all the world, as if every living thing was keeping holiday. Phoebus and Ga had rested all day long deep in the meadow grasses.

"You know, Ga," said Phoebus, "that by and by I must go away again, and you must sleep. Even now I must come for a shorter time each day, because I have work to do in a far country."

Then Ga broke into bitter weeping. She had known, perhaps, that Phoebus must go, but she had forgotten, and she was sorely grieved. For three days she wept so hard, that, if Phoebus came, she would not see him. Then she dried her tears, and saw Phoebus smiling at her. "You foolish Ga," he said, "I must work and you must sleep, and now we must be very busy, for the days are short."

So Phoebus came for a shorter time each day, but he worked with all his might, and his breath was short and strong. In the fields the pumpkins grew round and yellow, and the corn showed golden kernels thru the husks. Grapes hung purple on the vines, and apples fell with a dull thud-thudding in the orchard. Everywhere, busy farmers were hastening to gather in the harvest.

"Ga," said Phoebus, "I cannot make you a new dress every day now, because of my work in the other country, but I will bring you trimmings, and you shall be gayer than ever." So Ga's dress grew rough and brown, but Phoebus brought wonderful wreaths of yellow and orange and red, and, sometimes, strings of crimson peppers or ripe fruits, and Ga had never looked so fair and beautiful. Nuts were falling in the forest now, and sometimes Phoebus and Ga went with the children to the woods, and romped in the dead leaves more madly and merrily than ever, for they knew the time was short. And sometimes the other children, hearing them laugh and chatter, would say to one another, "Hear the blackbirds, and the jays. They are going to the warm country. Then there came a day, when Phoebus, coming late into the valley, found Ga lying fast asleep as when he had seen her first. Some one had wrapped her in her warm white coat and she was very still. Phoebus kissed her gently, but she did not move. Only, when he smiled, the gems upon her coat flashed back wonderful gleams of rainbow light.

So Phoebus went softly away over the mountains, to his work in the far country.

All the arts flow from the same source; it is the idea embodied in a work of art, and not the mode of enunciating it, that determines its rank in the scale of beauty.—*Franz Liszt*.

In the children you have a storehouse of untrained power, tremendous energy demanding ways and means for expenditure.—*Dr. Alice B. Stockham*.

SOCIAL SETTLEMENT LIFE IN CHICAGO.

SOME PHASES OF THE DAILY WORK AT HULL HOUSE, CHICAGO COMMONS, UNIVERSITY SETTLEMENT.

BERTHA JOHNSTON.

PERPLEXED and harried by the degradation, want and suffering we see on every side, does the ever increasing momentum of modern hurry and bustle not weary and fill us with forebodings for the future? Then let us turn for a moment to the other side of the picture and gain hope and encouragement for renewed effort. True it is that the demands of commercial life and many destructive forces move with fearful rapidity in the great cities. All who would not be caught in the wheels of the machinery must keep in time with a quickstep march.

But the constructive and regenerative agencies are also feeling the impulse to rapid movement. The social consciousness is growing more and more active and insistent every day and the variety and multiplicity of the channels in which it flows is proof of the reality, vitality and depth of the growing stream.

Hull House, the pioneer in Chicago of the modern social movement, is but eleven years old. What it has accomplished in the way of bringing together on a common platform of mutual interests people of widely different life experiences, is past telling. Like mercy, it is twice blessed; it blesses those who give as well as those who receive. We can guess at the number of people reached when we learn that there center here more than forty weekly clubs, social, industrial and literary.

One of the first steps toward the successful establishment of a settlement appears to be the founding of a kindergarten, and Hull House has a flourishing one under the direction of Miss Gertrude Howe. Here, too, for the past five years has been the headquarters of the Chicago Froebel Association, and the training school superintended by Mrs. Alice H. Putnam, the classes meeting in the pleasant kindergarten room on the fourth floor of the Children's Building. The training class was placed here that it might so far as possible aid in the unifying of educational and sociological problems. No settlement work has been demanded of the students but many have

come forward to help with the children's clubs connected with the house and the object lesson presented by the settlement has been of profit to all.

There has also been organized here what is known as the visiting kindergarten. Children who are chronically ill or those too crippled to attend school are visited in their homes by trained kindergartners. These aim to give the children who are too advanced for kindergarten work, lessons in manual training, with a view to self-supporting occupations. The older children are given instruction in the common school branches altho some visits are given up entirely to entertainments and reading aloud. Children are visited in all parts of the city. Miss Kathryn Chase is the present director.

One extremely interesting department of Hull House is the Labor Museum, with its recently opened Textile Department. This is in operation on Saturday evenings, by which we mean the raw materials from which textiles are made, are to be seen as well as the products of textile arts of all times and countries. The different processes are illustrated thru the actual use of the old time spindle, wheel and loom, by people familiar thru past experience with the use of these primitive implements and tools. Lectures are given in connection with the Labor Museum. Photographs and models illustrate processes impossible to show in the real. It has been a part of the plan from the beginning that so far as possible the picturesque and artistic side of industry should be portrayed. In pursuance of this object Miss Benedict made some colored sketches of the men in the copper foundries in northern Michigan which will later be placed in the metal department.

Miss Eleanor Smith has set to music "Das Machine," from Morris Rosenfeldt's sweat-shop songs and a collection is rapidly being made of folk-songs, connected with all sorts of industrial occupations.

Chicago Commons is now a little more than six years old and it has celebrated the opening century by moving into a fine new building a short distance from the old location. The new home is erected on the site owned by the old familiar church known as the Tabernacle. While thus housed beneath a common roof, the two organizations in no wise conflict, nor does either give up that idea for which it primarily stands. So wisely has the arrangement been planned and so frankly discussed with the neighbors who represent

many nationalities and religions that there is the most cordial feeling and co-operation between the groups who have joint use of this one building.

The church auditorium will, with a proposed annex, seat 700 people. It will serve many religious and social needs for a population of over 30,000 people. The large gymnasium at the top of the building is one department highly prized by the neighborhood, both big and little.



CHICAGO COMMONS' NEW BUILDING.

The kindergarten floor has been carefully planned by those who have learned thru years of struggling with inadequate conditions, what should constitute an ideal kindergarten. The main room is light, airy and homelike. The arched windows are a pleasing feature and give a feeling of repose. I happened to make my visit on good St. Valentine's day. I reached the door just in time to become one of a happy troop of children from the neighboring public school

kindergarten who had come over as postmen, to present each his valentine to one of the settlement children. Some carried theirs in tiny knapsacks made for the occasion and the circle was a large one that sang in soft, light tones the cheery postman's song. This call was a complete surprise to those visited. Will it not be delightful when kindergartens are so numerous over the land that one will always be within visiting distance of another?

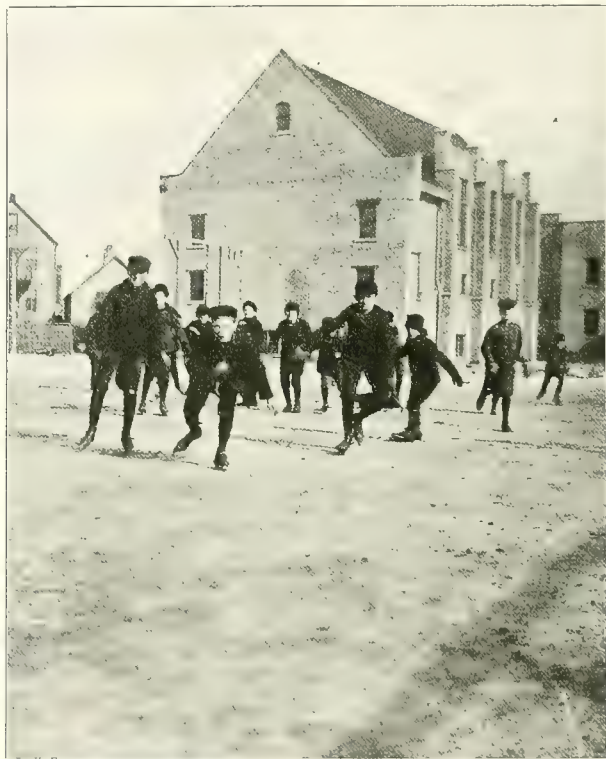
The cupboards have been so planned that from the lower shelf the children can help themselves to the needed material for work or



A SETTLEMENT PLAYGROUND SHELTER.

play. The upper shelves will hold the work made by the training students, and another closet holds the miscellaneous toys to which the children have free access at certain times. Adjoining this room is the cloak room, where space is economized by placing hooks on open framework partitions that run at right angles to the walls. In another room are three tiny low sinks into which the children can themselves pour the water after using their little laundry tubs and at which they can easily wash hands and face without risking life or limb by standing on a chair or box. There is also a bath tub in which

the children can be bathed without the teacher breaking her back, for this tub has been raised a convenient distance from the floor. When she was a student in Berlin at the Pestalozzi-Froebel House, Mrs. Hegner secured some charming pictures of the different groups at work and play and these are to be framed and placed in the appropriate rooms. One group showing the little ones having their bath



THE GYMNASIUM OF UNIVERSITY SETTLEMENT.

will be in the bath room; another showing the teachers giving and receiving a lesson in ironing will hang in the little wash room, etc.

Thru its connection with the settlement, the training school is able to emphasize the industrial and social side of education.

At the weekly mothers' meeting the mothers are this year sewing rags which are to be woven into rugs as soon as the prospective new loom is secured.

Feeling that a garden is indispensable and having no real estate to devote to that use, the roof of the boiler house is to blossom as the rose, thru efforts of kindergartner and children.

The University of Chicago Settlement is located on Ashland avenue near Forty-seventh street, in what is known as the stockyards district. Smoke and smell are the dominant features of the locality. For six weeks at a time so dense has been the smoke that it was impossible to tell whether or no the sun was shining. In this ill-smelling and smoky atmosphere flowers become discouraged and will not grow. Under such conditions how may the little human plant be expected to flourish? Other features of the neighborhood are the city garbage dump on one side and on another a branch of the Chicago river into which three sewers empty. In this neighborhood there is a saloon for about every forty voters, which are political and social centers; the saloon is often an employment bureau and a bank where checks can be cashed. It is the only place near the yards which offers a comfortable seat at the lunch hour. We mention these characteristics in order to give a slight idea of some of the problems of civic life confronting the earnest citizen.

Nearly every nationality of Europe is represented in this community. We quote from the last year book of the Settlement, interesting paragraphs: "In the ideals of a nation are found its strongest characteristics. Thus the Bohemians are chiefly interested in religious questions, the Poles are intense in their patriotism, the Germans are occupied with social questions, while the Irish are busy with practical politics." "The Settlement believes in taking the different nationalities as it finds them, recognizing that which is of universal value in their various ideals, and thru the consciousness of common social interests uniting them in a new civic life." "The Christmas festivities and the different social occasions prove significant for their unifying effect upon the different elements. At a recent Christmas party each guest blew out a candle and made a wish. The majority wished for cleaner streets, for a public bath, public playground, new settlement building, better accommodations for clubs, better conditions for the workers and that the settlement might never move away." The Women's Club, which is five years old, has 150 members and is federated with the State Federation of Women's Clubs.

As has been well said, "the function of the settlement is to prove

a need, and then work to have that need supplied by the city school or church. It never wishes to do what other institutions can do as well or with greater economy, thus the success of a vacation school proved the need of manual training in the schools near the settlement and a petition to the Board of Education secured it. The following statement is interesting to educators: "After six years living in a community so heterogeneous in its social make-up, one comes to feel that its only democratic institution is the public school, which is becoming more and more a social and educational center for adults as well as for children. The Settlement has participated in this movement in one case by instituting a course of University Extension lectures, and in another by co-operating with the public school Art Association in the annual picture exhibition.

The present quarters of the University Settlement are some four flats over a feed store which are deficient in many respects. New buildings are under consideration, however, and these will become actualities as soon as necessary funds are forthcoming. Already one new building is in evidence; this is the gymnasium, to which come weekly over 1,500 people. It is used as an auditorium as well, and has a playroom for the younger children, manual training room, shower baths, locker rooms and a small reading room. It is a large attractive room, rendered still more so by a beautiful and appropriate wall decoration by Lucy Fitch Perkins, representing the children of all nations waving the red, white and blue around the maypole.

The kindergarten has been taken under the wing of the city and is now housed in the home of the University Settlement Day Nursery, two blocks away. There is a playground which is a boon to both parents and children, especially in summer days. There is a children's chorus of about one hundred and twenty-five voices, besides two other musical choruses under the supervision of Miss Marie Ruef Hofer.

Miss McDowell, of the University Settlement back of the stockyards, near the corner of Ashland avenue and Forty-seventh street, will be glad to welcome any guest to the Kindergarten Congress at any time, but will be particularly happy to see them at the neighborhood Sunday concert, April 14, at 4 o'clock, when the children's chorus will sing.

A settlement has been defined in very different ways by different people. For instance, some unknown calls it a group of people met to settle other people's business; some one else says it is a lot of

people whom other folks think are a good deal better than they are. Seriously, however, the object of Hull House, as stated in its charter, is concise and to the point.

"To provide a center for a higher civic and social life; to institute and maintain educational and philanthropic enterprises, and to investigate and improve the conditions in the industrial districts in Chicago."

Another viewpoint is given in this statement of Graham Taylor:

"Highly as we may value our opportunities for direct influence in the local neighborhood, as high an estimate, if not higher, must be placed upon the opportunities for reflex influence upon the communities and individuals co-operating in the work, or even only hearing of its point of view and general progress."

Settlement workers themselves disclaim goody-goody motives, and agree that they get more than they can possibly give. One way in which the neighborhood life is mutually beneficial and uplifting will be gathered from the following paragraphs taken from *The Commons*:

From the very beginning men seemed to gravitate to Chicago Commons freely, without having to be pulled there. A brief notice among the "special announcements" of an evening paper that a "free-floor discussion of economic and industrial problems would open at 140 North Union Street, with free speech, all sides, and no favor," brought an entirely unique "meeting of extremes" which has continued for six years. From 60 to 150 people regularly gather in the old basement every Tuesday evening from October to May, four-fifths of them men. With absolutely unrestricted liberty of thought and freedom of speech, they have fearlessly, frankly, profitably and tolerantly expressed their convictions on the liveliest issues of common life. Employer and employee, capitalist and wage-earner, railway lawyer and section hand, clergymen and clerks, professors and mechanics, students and day laborers, representatives of every theory of social order from anarchism to socialism, meet, mingle and modify each other's views.

Aside from the educational and social value of such an occasion to all classes, the vent it gives to "let off steam" that becomes dangerous only by repression makes it a social safety valve. Only twice in all these years has the chairman had to appeal to the house against two individual interruptions of the speaker, and that with instant and overwhelming support of order. While the discussion is upon industrial and social issues, the ethical and religious aspect of them almost invariably comes spontaneously to the front and demands the expression of what proves to be the deepest sentiment and conviction of the men.

Work has begun on the new Northwestern University Settlement building in Chicago, which is to be erected at Augusta and Noble streets, a few blocks

northwest of their present site. The plans designed by Pond & Pond, architects of the Commons building, call for a thoroughly modern structure, to cost over \$40,000, of which \$25,000 has already been contributed by one friend of the settlement. It will be built of brick, four stories high, covering an area of 78 by 100 feet. The ground floor of the building is to be devoted to a kindergarten, men's club-rooms, and reading-room. The kindergarten looks out over a sunken garden, where its children will play. On the main floor is a large coffee-room, with kitchen adjoining, and library, reception-room and office. The third floor contains a dining-room, five club-rooms, including a domestic science equipment. The north section of the building provides for a large auditorium and a gymnasium of the same size. The building is to be completed about May 1. The settlement has done an excellent work for ten years. Mrs. Henry Wade Rogers is the president of its council.

A list of other Chicago settlements will be found below. Each neighborhood has its own problems, discouragements and successes. All are indications of man's ever-growing aspiration to lose the lesson in the larger self.

The sixteen social settlements of Chicago are all united thru a central association. The president of the federation is Rev. George Gray, of the Forward Movement; vice-president, Miss Graves; secretary, Miss Jennie Williamson, Mutual Benefit Club Settlement; treasurer, Mr. Ward, formerly of Northwestern Settlement. The last meeting was at Hull House and was addressed by Jaboc Riis, of New York city.

Central Settlement, 1409 Wabash Ave.—Superintendent, Miss Bertha C. Morrison.

Chicago Commons, 140 North Union St. (new building, Grand Ave. and N. Morgan St.)—Rev. Graham Taylor, Resident Warden.

Elm Street Settlement, 80 Elm St.—Mrs. Rutherford, Head Resident.

St. Elizabeth's Social Settlement, 317 Orleans St.—Head Resident, Mrs. Cleary.

The Forward Movement, 219 South Sangamon St.—Resident Director, Rev. Dr. George W. Gray.

Gad's Hill Settlement, 869 West Twenty-second St.—Superintendent, Miss Delphine Wilson.

Helen Heath Settlement, 869 Thirty-third Place—Head Resident, Mrs. Marion H. Perkins.

Henry Booth House, 135 West Fourteenth Place—Director, Miss Mary S. Tenney. No residents; thirty non-resident workers.

Hull House, 335 South Halsted St.—Head Workers, Miss Jane Addams and Miss Ellen Gates Starr.

Maxwell Street Settlement, 270 Maxwell St.

Mutual Benefit House, 531 West Superior St.—Head Resident, Mrs. Mary E. Williamson.

Neighborhood House, 1224 West Sixty-seventh St.—Head Resident, Mrs. Harriet M. Van Der Vaart.

Northwestern University Settlement, 252 West Chicago Ave.—Head Resident——

Rouse Settlement, 3213 Wallace St.—Under direction of Rev. W. C. Richardson.

University of Chicago Settlement, 4638 Ashland Ave. and 4630 Gross Ave.—Head Resident, Miss Mary E. McDowell.

Y. W. C. A. Settlement—Head Resident, Elizabeth Penfield Hyatt.

“Come, tonic blasts—

Arouse my courage, stir my thought;

Give nerve and spring, that as I ought

I give my strength to what is wrought,

While duty lasts.”

When one can read Aristotle or Plato, Kant or Hegel, and feel the full weight of their words just as he feels the inner necessity of the words of a demonstration in Euclid, he has reached the clear summit of human thinking, far above the clouds and mist which befog the ordinary mind.—*Mr. T. Harris.*

“Thou art one with the world—tho’ I love thee the best

And to save thee from pain I must save all the rest—

Thou wilt weep; and thy mother must dry

The tears of the world, lest her darling should cry.

I will do it—God helping.

For the sake of my child I must hasten to save

All the children on earth from the jail and the grave

For so and so only, I lighten the share

Of the pain of the world that my darling must bear—

Even so and so only!”

—*Greatsoul.*

RECENT BOOKS OF INTEREST TO OUR READERS.

- "Elizabeth and Her German Garden," published by Macmillan Company. Illustrated. Price \$3.00. There is nothing in all nature of which "Elizabeth and Her German Garden" reminds one so much as a summer morning. The dewy fragrance of it, the color, the glint and the sparkle, the coolness and the fragrance all bring to the jaded, noise-worn, wall-imprisoned city soul the same kind of inspiration and refreshment that he gets in a sunrise tramp through dim, moist groves of sleeping trees and waking birds, across flower-besprinkled meadows and up steep hillsides, there to greet the king of day.

One comes back from such a tramp with spirit cleansed and heart in tune, and he lays down this charming book with the same sense of being glad to be alive.

There is not a soul-harrowing social problem in it; one is neither dragged nor impelled through pages of exciting, abnormal circumstances and adventures clothed in romance or doubtful history. Folks here are secondary to flowers, though we do not fail to become intensely interested in the few individuals presented to us, sometimes with gentle railery, sometimes with most delicate irony, but always with engaging naïveté. We smilingly commiserate with the poor gardener who went stark mad through his reluctant efforts to follow the artistic flights of his horticulturally-inclined mistress, a woman with a mind of her own being too much for his Teutonic brain.

We learn to love the April, May and June babies, with their fascinating vocabulary of mixed German and English, "like Justice tempered with Mercy," and we instinctively follow Elizabeth's example and are properly awe-stricken in the presence of her homiletic husband. We do not fail, however, to note the demure expression in her eyes whenever she refers to him, the mirthfulness of which no assumption of conjugal respect can effectually hide.

The "Man of Wrath"! The very name affords a delicious suggestion of artistic contrast like the villain in a play, and one is almost ready to condole with the tiresome English girl who failed in her determined effort to *make* him learn to dance the "Washington Post." And then there is the beautiful Irais, who "dips her head into the salt cellar, bites off a piece, and repeats the process," who *sings* like a bird, and lunches on "beer, *schweine-koteletten*, and cabbage-salad with caraway seed in it"; who is "thin, frail, intelligent and lovable, all on the above diet."

We smile again over the graphic description of the black-robed parson who grows corpulent in winter, by the accretion of coats, and thin towards spring, through the gradual discarding of the same; we laugh over the energetic *hausfrau* and the "lady potentates" in the nearby town, who waste their sympathy on this lover of all out doors.

But our interest in these pales before the absorbing beauty of that garden. Elizabeth's pen has rare power to make us *see* that dandelion-carpeted lawns, the stately oaks and graceful beeches, the great sweeping branches of the cherry trees decked in their bridal robes, the wreath of color and fragrance in

the lilacs—"masses and masses of them, in clumps on the grass, with other shrubs and trees by the side of walks, and one great continuous bank of them half a mile long right past the west front of the house, away down as far as one can see, shining glorious against a background of firs." And when she tells us how these are followed in their season by more color and fragrance in the acacias and peonies, we, too, fall under the spell of the "pink and purple place" which pervaded her own spirit, and sigh with sheer contentment.

Because of the charming manner in which we are taken into the confidence of the fair gardener regarding her hopes and fears, her longings, aims and ambitions, her successes and failures, we find ourselves surprisingly interested in a puzzling variety of roses, with their titled, foreign-sounding names, and equally anxious over their fate; the questions as to how, when and where to dispose of the pansies, mignonette and ipomaea wax vitæ, and the rapidly passing months, each with its own characteristic glory graphically pictured, bring us all too soon to a garden robed in whiteness, to go into which is "like going into a bath of purity," though few of us would care, perhaps, to stay there with the mistress long enough to drink tea "very quickly," lest it freeze, even though it were to see the sunset beauty of the day, with its pinky glow, and the quaint old house looking "like a Christmas card, with its roof against the clear pale green of the western sky, and lamplight shining in the windows."

One closes the book in a very mixed state of mind, the chief elements of which seem to be admiration for the strong, sweet, free soul of Elizabeth, so like the flowers of her care; and envy—pure, green, unadulterated envy, that broad tree-planted acres surrounding gray old convents do not fall to the lot of the average American reader.

It is safe to assume, however, that the wide circulation of the book will be likely to bring about a rapid increase in the sale of spades and trowels and nursery products, and that a new and wholesome fad will take possession of us, causing many a barren desert spot in our old earth to bring forth and blossom like the rose.

F. E. N.

"Earth, Sky and Air in Song," by W. H. Neidlinger presents an unusual collection of songs for children of an older grade than kindergarten. Here all Mother Nature's mysterious operations in earth, sky and air are presented in song cycles, written in simple text, supplemented by music of more or less interpretative character, according to the nature and adaptability of the subject. In the opening statement of the introduction Mr. Neidlinger rather turns the tables on lay education. He says: "This series of books is presented in the hope of aiding the youth of our country to form the habit of observation of nature, than which there is no greater power for education." To presume to instruct scientifically thru song is rather a new departure. How much one can safely philosophize and *teach about* in a song, and have it remain a *song* and singable, is an open question. The author has attempted such subjects as "The Telegraph," "The Steam," "The Glacier," "The Cable," in musical setting, with unusual success. The length of many of the songs would present a difficulty which is in part removed by the recurrence of the original theme and also by the introduction of popular refrains of a catching

character. It is impossible for the modern music writer to refrain from unconsciously *reminiscing* to some extent, especially in popular melody veins. Mr. Neidlinger is too thoughtful a worker not to have given a great deal that is strong and suggestive in his new book. His effort in the music to "adhere naturally to the elocutionary expression of the text" is a great aid in analyzing and singing the music. This idea was especially well illustrated in the smaller pieces of his first book, "Small Songs for Small Singers." Added to this the complementary accompaniments of the new volume make admirable backgrounds for the voice. A group of the shorter songs will be suitable for kindergartens as well as primary schools—"The Tide," "The Blacksmith," "Mistress Cow," "The Thunder," "The Miner." As has been suggested, parts of the long ones can be sung and the remainder recited.

The question whether song episodes of such unusual length will interest and inspire children, whether their content from a musical, scientific and literary standpoint will be valuable to children in an educational way, remains a matter of experiment. The book is intended for older children. It is charmingly illustrated in color by Walter Bobbet. Published by the American Book Company and sold by all dealers. Price 50 cents. M. R. H.

"Chinese Mother Goose Rhymes," translated and illustrated by Isaac Taylor Headland, of Peking University. Published by Fleming H. Revell Company. The above is one of the most interesting books that has come recently to our notice. Dr. Headland has rendered a significant service to both the Chinese and the American people in his timely translation into English of these foreign "rhymes of childhood." His "hope that they will present a new phase of Chinese home life and lead the children of the West to have some measure of sympathy and affection for the children of the East" will surely be accomplished. The word "Chinese" will henceforward call up in the child mind other associations besides those of small feet, cues, laundries, and pagodas.

This one volume contains more than 150 jingles, collected, as we are told, in only two out of eighteen provinces. This statement prepares us to believe that there are probably more nursery rhymes in China than in America and England.

It is interesting to note the similarity between these rhymes and our own Mother Goose. We find the same kind of general resemblance that exists between folklore tales of all races. Here are finger-plays, counting games, butterfly and ladybug rhymes. There are simple riddles and inconsequential nonsense verses—spontaneity, simplicity, love and playful tenderness breathe thru them all. They are as much an expression of a need on the parent's part as on the child's. The child calls forth the feeling that must declare itself on both sides in this spontaneous play, which forms a natural, sympathetic bond between the two.

Comparing these verses of another land with the recent deliberate and often clever imitations of "Mother Goose," we feel at once the subtle difference between the two as we did not, perhaps, realize it before. A few of the modern rhymes may live for a while, but, like a mechanical toy, most of them must in time inevitably run down, while the other, genuine nursery rhymes have grown up as a people has grown up. They will live as long as the race

that has produced them, for their source is that spring of eternal life, the human heart. One is written by a lover of children sitting at his desk; the other sounds as if spontaneously produced while playing with the baby.

We give a few of the jingles, which are typical of the general contents. The following, it will be seen, correspond to those of our own which point out different parts of the body. The first is a finger-play :

“ A great big brother,
And a little brother, too ;
A big bell tower,
And a temple and a show,
And a little baby wee wee
Always wants to go.”

THE FIVE TOES.

“ This little cow eats grass,
This little cow eats hay ;
This little cow drinks water,
This little cow runs away ;
This little cow does nothing
But just lie down all day ;
We'll whip her.”

“ Little eyes see pretty things,
Little nose smells what is sweet ;
Little ears hear pleasant sounds,
Little mouth likes luscious things to eat.”

Here is some interested advice relating to meteoric phenomena :

“ When e're the Milky Way you spy
Diagonal across the sky,
The egg-plant you may safely eat
And all your friends to melons treat.
But when divided toward the west,
You'll need your trousers and your vest ;
When like a horn you see it float,
You'll need your trousers and your coat.”

The next is suitable for an object lesson on the cow :

“ There's a cow on the mountain,
The old saying goes,
On her legs are four feet,
On her feet are eight toes ;
Her tail is behind,
On the end of her back,
And her head is in front,
On the end of her neck.”

Here we see the family group at work, play, and rest :

“ A wee little flower-pot, very deep green,
 With just the sweetest flowers that ever were seen ;
 Mother with her babies, playing very funny,
 Father doing business, making lots of money ;
 Grandpa very old, but never going to die ;
 Grandma just as bright as a star in the sky ”—

and others might come under the heading of trade plays :

“ We push the mill
 The flour we make,
 And then for grandma
 A cake we'll bake.”

This one is played by two people sawing their arms back and forth :

“ We pull the big saw,
 We push the big saw,
 To saw up the wood
 To build us a house
 In order that baby
 May have a good spouse.”

Every mother-heart will respond to the simple tenderness of this last :

“ My baby is sleeping,
 My baby's asleep ;
 My flower is resting,
 I'll give you a peep.
 How cunning he looks
 As he rests on my arm !
 My flower's most charming
 Of all them that charm.”

The illustrations that accompany every page in this handsome volume appear to be reproduced from photographs. They are a great addition to the text, showing as they do the little foreigners in most natural and winsome guise, playing or resting on arm or knee of mother, grandpa, or sister. The Chinese text is also given.

Ginn & Company have marked the birth of the new century by issuing a reprint of the little New England Primer which introduced our long-suffering little ancestors to the woes of English spelling. Its crude wood cuts and subject-matter made up largely of religious warnings and advice are certainly in strong contrast with the modern text-books, with their beautiful illustrations and varied contents, planned with strict reference to childhood's natural tastes and interests. Nevertheless, even in the little book of our stern forefather's time we observe an effort to adapt this “spiritual food for American Babes” to

the child's weak powers of digestion. That part of the royal road to learning which is paved with the letters of the alphabet is made more alluring by the tiny illustration. Rhyme and rhythm have been called upon to aid the small learner and there are one or two pictures of animals which we may perhaps regard as nature-study in its incipient stage. Life was truly serious from the beginning to the end in the days of long ago.

We study this successor of Comenius and forerunner of the modern school book with interest and some grave amusement. We have assuredly gained vastly in all material respects in the last century and we believe that as a whole the people feel no less seriously their responsibility toward God and their children. We rejoice that the spirit of joy is entering more and more into all life, but sterling character was nourished by the little, old blue primer and we must ever respect it and its makers.

The original of this particular copy was published between 1785 and 1790. The last leaf, which in this original is missing, is printed from modern type. The binding of the original is literally of boards—not in the modern sense of *pasteboard*, but strips of *wood* one-eighth of an inch thick covered with thin paper. To reproduce this binding exactly was so difficult a matter for the bookbinder that the publishers have substituted the paper binding in which so many of the early editions of "The Primer" appeared. With the exception of the cover, this edition is an almost exact *facsimile* of the original, even to the color of the time-stained paper.

The *Chicago School Weekly* for December 14 contains several interesting columns upon the "School and Its Organization," by Samuel B. Allison, principal of the Keith School, Chicago. The writer advances excellent arguments for making the fundamental social activities the center of correlation for school work.

THE KINDERGARTEN MAGAZINE is regularly subscribed for by the Musée pédagogique of Paris, and is on file in the library of the same at 41 rue Gay-Lussar.

The last of the nine monographs constituting the *Elementary School Record* was issued in December, 1900. The number being now complete, there will be no others published. Copies of the same, however, can be secured for \$1.00 the set, 15 cents a single number. Teachers will find them suggestive and helpful in many ways.

"Mother Stories," by Maud Lindsay. Published by Milton Bradley Company. Illustrated. In their combination of good style and happy content these stories fill a need long felt by kindergartners. Each illustrates a particular truth in some one of the "Mother Plays" and is accompanied by a motto in most cases original with the author, tho one or two are quoted.

Miss Lindsay has recognized one feature common to many old favorite traditional tales, in that many of her stories "drop into poetry," as Silas Wegg would say. This is the motto to the "Pigeon House." It sings itself into the mind:

" Make the home-coming sweet !
 The gladness of going,
 The pleasure of knowing
 Will not be complete
 Unless at the ending
 The home-coming's sweet.

" Make the home-coming sweet !
 No fear of the straying,
 Or dread of the staying
 Of dear little feet,
 If always you're making
 The home-coming sweet."

The story is worthy the music of the motto.

The "Little Traveler" presents both the practical and the spiritual lessons of the "Bridge." It tells how a little boy, encouraged by bird, beast and man, crosses successively the different streams that seem to bar his passage. "There is always a way to get over the stream," says each friend in turn, and by each one he sends a message that links him closer to his distant mother, as when he says to the wind:

" Wise wind, wise wind, blowing so gay,
 Carry a message for me to-day :

" My love to my mother, wherever she be,
 I know she is always thinking of me."

In another story, the Giant Energy's clumsy attempts to be of service and his final success after being trained by Fairy Skill will surely meet the approbation of all children. It will be a comfort to the possessors of awkward fingers and tripping feet to feel that there is a chance for becoming truly helpful in time.

The "Closing Door" contains a warning note for mother as well as for child. It is based upon the mother play of the "Two Windows" and would be good to read at mothers' meetings.

Whatever may be the general basis of the teachers' program, whether "Mother Plays," "Nature," or what not, nearly every one of these seventeen stories will at some time in the course of the year prove appropriate and helpful. The language is simple but choice. There is variety and originality both in subject matter and method of treatment. Charming fancies and beautiful sentiments abound, with only an occasional lapse into sentimentality. The wholesome, active spirit of the stories is one of the most pleasing features of the book.

The *Berea Quarterly* is a trim little periodical, published by Berea College, of Berea, Ky., and printed at the student's job print office.

The November number contains an article by D. K. Pearsons on "Fresh-water Colleges," of which Berea is such a shining example.

Those who wish to keep in touch with the brave and excellent pioneer work carried on among these mountain people will do well to subscribe for this quarterly visitor. Price \$1.00. Single copies 30 cents.

ALL ABOUT KINDERGARTEN DOINGS.

On February 9 the Philadelphia Society of Froebel Kindergartners was addressed by Rev. Charles Wood, D.D. In the course of his address Dr. Wood said: "Of the public in general there is no particular interest in children in general. Before the time of Jesus Christ the feeling toward children was extremely cold. The Roman law made no account of them except as chattels. Childhood, like womanhood, was discovered by Christianity. Christ gave to childhood a new meaning when He said, 'This is the representation of my kingdom. The kingdom of the world is made up of strength and grandeur and power. The kingdom of heaven is love and gentleness and simplicity. We ought to receive a little child into our homes just as we would receive Jesus Christ Himself: with the greatest reverence and with the feeling that we are honored.' In speaking of the importance of the teacher's work, Dr. Wood said that every individual receives indelible impressions from each one who has in any measure his training, and though in adult years the early impressions seem to be obliterated by later ones, they never are blotted out: and in the critical hour, the hour of peril, the hour of temptation, it may be these that will blaze out in living letters of fire on the heart, to decide which step shall be taken. Of that great importance, then, is the kindergartner's work, for hers is the first hand after the parents that traces its characters on this plastic material. A teacher should keep clearly before her the grand idea that the child she is training is a child of God. If she would say to herself, 'Here is one of God's princes, here is one of God's kings,' and feel that the training must be the training of a young king for his kingdom, then would she feel the importance of painstaking effort. And could she but realize that each child under her care is going to be, in some measure, an exact reproduction of herself, how much more truly would she live. 'Step carefully, father; I'm following,' the little child called to his father who, not knowing of his presence, was walking up a steep and dangerous path. Step carefully, teacher, for the little foot is going to be placed in the print that yours is making now. 'Step carefully, for I am following you.' " EDITH MAY CUSTIS, Secretary.

The Jenny Hunter Alumni Association of New York held a meeting at the Free Kindergarten, 219 East One Hundred and Twenty-third street, on Saturday afternoon, February 9. A short business session took place during which the president, Mrs. Foster, announced that the number of children now in attendance at the Free Kindergarten amounts to twenty-eight, at least twenty-five being present daily. She also spoke of the first monthly mothers' meeting held by Miss Bigelow in January as being a great success in every sense of the word, in point of attendance, enthusiasm and results.

The newly adopted alumnæ pins were distributed. The first struck from the plate was presented to Miss Hunter by Mrs. Foster in the name of the association. Miss Hunter thanked the members in a most heartfelt manner.

Mrs. Foster then introduced Miss Mari Ruef Hofer, who spoke on the "Song Faculty in Children and Children's Songs." She said among other things that what we want in the kindergarten is simple music adapted to the needs of the child. She thought that the present tendency is to go above Froebel, and what we need is to go back to him. She next spoke of the great law of vibration, which she described as the "circling of sound," and of the ways in which we can bring children to feel this circling of sound. Miss Hofer declared that it is possible for all of us to make good, pure, organized tones. Grown people who cannot sing a note and have no real love for music, can lay the blame to the want of encouragement to sing in their childhood. It is natural for us all to sing, for when we reach heaven are we not all expected to sing? Miss Hofer spoke of the training of the eye, both in the home and in the kindergarten, as being far in advance of the training of the ear. When we hear a noise we at once look to find whence it comes and its cause, instead of being able to judge direction and cause through the sense of sound. She suggested asking children what they *heard* on the way to school as well as what they saw. Rhythm was next treated. Songs should be sung according to rhythm, instead of according to beats. The sense of grouping, or bringing sense into the song should be studied. The child should know the story told in the song before he begins to sing it, so that he may understand the grouping of phrases, and sing with expression and spirit. Miss Hofer sang several songs illustrating the different points of her lecture, at the conclusion of which she received enthusiastic applause and was warmly thanked by Mrs. Foster in the name of the association. The meeting closed by all joining in singing Froebel's Hymn. The next meeting of the association will take place on March 23, at Normal College. This meeting is given to the Kindergarten Union by the Jenny Hunter Alumnae Kindergarten Association. Dr. James Hughes of Toronto will speak on the subject, "Do Justice and Honor to the Nature of the Child."

A. C. B., for Press Committee.

The Cleveland Kindergarten Union considered the following program at a meeting held February 23: "Play as an Educational Factor, and as Interpreted by Different Educators," paper by Miss Ellen Taylor, discussion by Miss Katherine Spear and Miss Halcyone McCurdy. The March program consists of a study of the play of animals, the plays of the race, the plays of childhood.

To facilitate the work of the Kindergarten Training Department in the Milwaukee State Normal School it has become customary to print the programs used in the Normal School Kindergarten for the use of the students. At the request of Superintendent Siefert they are furnished to the kindergartners in the city schools also. In view of that fact the following explanations are made:

No attempt has been made to divert the programs from their original use, or to adapt them to the conditions of the city kindergartens. They aid the practice teachers in illustrating the unity that should pervade the work; in giving a general view of that of which the different teachers' work is a part, and in giving the opportunity to make definite preparation. They are sugges-

tive only, being changed as circumstances require, and allow ample freedom to teachers and children.

The subject matter is selected on the basis of the children's fundamental interests at successive seasons. There have heretofore been two sessions a day in the Normal School Kindergarten, the older children returning in the afternoon. A different program was thus needed, that which was planned for the present year being largely a Nature program. With the discontinuance of the afternoon session at the beginning of the year, the morning work only is given, and left unchanged. The work of the first eight weeks has been on home and family life, the homes of animals, and the preparation for winter as seen in nature.

The games, gifts and occupations are used primarily as means of expression, though suitable occasions for gift or occupation sequences are improved. The materials that afford freedom in the expression of the child's mental images, such as clay modeling, painting, free-hand drawing, etc., are favored. Since the children are divided into small groups, many things are possible that would be impracticable with larger classes.

Considerable emphasis is placed on the Christmas work, since Christmas is the most characteristic children's holiday. It is a conspicuous part of the children's life and environment, and the season is observed in some degree by all, regardless of their religious views. Pains are taken to avoid the religious aspect of the Christmas story when this is given. The origin of Christmas is given as would be the origin of Thanksgiving or any other holiday.

NINA C. VANDEWALKER,

Director of Kindergarten Training Department, Milwaukee Normal.

It is a source of great happiness to the free kindergarten workers in Indianapolis that friends of the late William N. Jackson have decided to commemorate his long life of loving service for children and for every good cause by erecting a permanent home for the Kindergarten Normal Training School. Plans for the building have already been made. They provide for a building with seventy feet front, one hundred feet deep, which will furnish living rooms for seventy-five young women students, as well as recitation rooms for the Normal Training School and model kindergarten. It is to be three stories high, with a basement. The two upper stories are to be used for living rooms, the first floor for the assembly, class and officers' rooms, and model kitchen and dining-room, and the basement for the kitchen, dining-room, laundry and storeroom. The front is to be of selected brick with Bedford stone trimmings. A veranda twelve feet wide and thirty feet long, made of Bedford stone entirely, will adorn the front. The estimated cost is \$40,000.

We would call the attention of all kindergartners who pride themselves on being practical to the article in this issue on "Bird Life in the Kindergarten," written by Miss Clara Louise Strong, a member of the class of kindergarten directors of the Chicago Kindergarten Institute. This class has been spending an occasional afternoon discussing the care of live creatures in the kindergarten. Miss Strong from a large experience reported on the canary bird, and has aimed to combine in the article published in this issue the following

important points: The natural history of the domesticated canary; the requirements of the canary, and what daily care he is entitled to from the kindergartners as well as the children; the facts which little children should know concerning breeding time in order that they may give the proper consideration; also practical points concerning the best seed, gravel foods, etc.

The Kraus Alumni Kindergarten Association held its regular monthly meeting on January 26 and had as its guests the kindergarten unions of New York and vicinity. There was a very large attendance of both associations. Miss Elizabeth Demarest presided. Mme. Kraus-Boelte read a most interesting and instructive paper on "Froebel's Application of the Law of Nature for Educational Means," from which we give the following extracts:

"The purpose of nature is development. The problem of this world is an educational one, the solution of which is proceeding according to fixed Divine laws. What is commonly called Froebel's law, was not discovered by him, for the law of contrasts and its connections had been known before under different names, such as equilibrium, equipoise, etc., and its effects had been observed in different phenomena. Froebel, however, saw the relation of this law to a fixed purpose and made it subservient to a particular end, namely, the culture of the human being.

"The educator who attempts the unfolding of all the child's slumbering forces must not only understand the law, but must also possess the means of acting in accordance with the law. That is, his method of education must follow the same systematic plan as nature does. Spiritual development must proceed in as regular and systematic a course as organic development, seeing the physical organs are intended to correspond as implicitly as cause corresponds to effect."

In conclusion Mrs. Kraus said: "Froebel was the chosen one of God, carrying His truth, but as yet all hands are not ready to receive and utilize the truth, and in spite of the great spread of the kindergarten all over the land, many hearts and minds are yet closed against it. The call will, however, be understood when the time for it has fully come."

A short discussion followed the reading of the paper and among those taking part were Miss Caroline Haven, Mrs. Walton, Miss Dozier, Miss Jenny B. Merrill, Miss Fannibelle Curtis and Miss Geraldine O'Grady.

The Ontario Educational Association meets in Toronto as usual during Easter week, April 9-11. On the program of the Kindergarten Department, of which Miss Anning is president, is a paper, "The Use of the Mother-Play Book in Kindergarten," by Miss Clemmie Henderson, and one by Principal Scott, of the Toronto Normal School, "What Child-Study Has Done for the Teaching World." An afternoon is devoted to "Art in the Kindergarten"—practical work with Miss Jessie Semple, Drawing Supervisor Toronto Public Schools—and another is given to games, led by Miss Emma Duff. Miss Aylesworth will discuss "A Director's Problems" and Miss Cody opens a discussion of "First Year Training." A Round Table on mothers' meetings and neighborhood work will also be held.

JEAN R. LAIDLAW,

Secretary Kindergarten Department O. E. A.

Kindergarten Supply Center in Chicago.—The demand for kindergarten material did not justify a supply store in the west till about the year 1881, when Mrs. Putnam opened a small training school and a few private kindergartens were established in different parts of the city and some half dozen of the largest cities in the northwest introduced small classes as a part of the public schools. To supply the demand thus created Thomas Charles opened

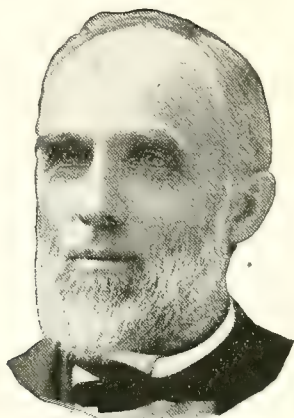


Interior view, looking west, salesrooms Thomas Charles Co., 195-197 Wabash Avenue Chicago, Illinois.

a small kindergarten supply store, the first entire stock not amounting to \$100. The demand has gradually increased from year to year so that now an entire floor is occupied by the offices and salesroom for handling the thousand and one articles required to satisfy the varied requirements of kindergartners and primary teachers.

As a very large and varied stock must be always on hand, so as to fill orders promptly, Mr. Charles found it necessary to form a joint stock com-

pany. This was done in the year 1890, when Mr. W. T. Dix came in as an active worker.



THOMAS CHARLES,
President Thomas Charles Co.

The picture of the president, Mr. Thomas Charles, will be recognized at once by many kindergartners.

Miss Anna E. Bryan, principal of the training school of the Chicago Free Kindergarten Association, died on Wednesday, February 21, at the home of Mrs. Charles R. Crane. Miss Bryan was taken ill last November, while visiting Mrs. Crane, with whom she remained till her death. The funeral services took place at the latter's home on Friday, February 22. They were conducted by the Rev. Mercer, of the Swedenborgian Church. Friends from Louisville and other points outside of Chicago attended the services. The interment took place at Louisville, Ky. In honor of the woman so long associated with one of its departments, the flag of Armour Institute was lowered at half-mast.

Before coming to Chicago, Miss Bryan founded the Louisville (Ky.) Kindergarten Training School.

The kindergarten world suffers a great loss in being thus deprived of one of its very active and progressive leaders. More extended notice of her services to the cause for which she labored will be given in our April number. Her father, brother and sister survive her.

Correction—We have been requested to correct an error appearing in the official report of the Kindergarten Department of the S. E. A., held recently at Richmond, Va. The newly-elected secretary of the association is Miss Minnie Macfeat, not Mrs. Lining. Miss Macfeat is head of the Kindergarten Department of Winthrop Normal College, Rock Hill, S. C.

The N. E. A. is to meet at Detroit, Mich., July 8-12. The kindergarten department is officered as follows: President, Miss Evelyn Holmes, Charleston, S. C.; vice president, Miss Caroline C. M. Hart, Baltimore, Md.; secretary, Miss Annie Laws, Cincinnati, Ohio. The president of the Child Study department is Dr. Thomas K. Bailey, Jr., formerly of the University of California, now extension lecturer of the University of Chicago. Mr. Bailey has been practically interested in the kindergarten movement for some years at Oakland. It is proposed to have a joint meeting of the two departments at Detroit, the president of each section presiding in turn, but having both subjects ably presented at each session. This is an experiment which may be watched with great interest. Miss Clara Mingins, supervisor of Detroit Kindergartens is the chairman of the local committee to look after the interests of the kindergarten section. Miss Harriet A. Marsh is local chairman for the child study section. The program will be ready in a few weeks.

A meeting of the Kindergarten Association of Washington, Warren and Saratoga counties, New York, was recently held at Ft. Edward, of the same state. Miss Isdell, of the Albany Normal, gave two addresses.

The City of Portland, Ore., has adopted the kindergarten as a part of the public school system, levying a special tax for its support. The kindergarten work has been conducted for fifteen years by an association in this city.

DIRECTORY OF CHICAGO TRAINING SCHOOLS.

Chicago Froebel Association, Hull House, 335 South Halsted street. Mrs. Alice H. Putman, superintendent; Mary L. Sheldon, principal. Take Metropolitan Elevated to Halsted street, walk south on Halsted to Polk; or take Halsted street car corner Adams and Dearborn, which passes the door.

Chicago Kindergarten Institute, Gertrude House, 530 East Forty-seventh street. Directors: Mrs. Mary Boomer Page, Amalie Hofer, Caroline C. Cronise, Mrs. Ethel Roe Lindgren, Frances E. Newton. Take South Side Elevated or Indiana avenue street car to Forty-seventh street and transfer east. Down-town office, 929 Fine Arts Building.

Chicago Free Kindergarten Association. Eva B. Whitmore, General Superintendent. Office, Room 640 Fine Arts Building, 203 Michigan avenue. Normal department: St. Paul's Church, Prairie avenue and Thirtieth street. Take Indiana avenue electric car to Thirtieth street, one block east to Prairie avenue; or Cottage Grove avenue cable car and Thirty-first street car to Prairie avenue, one block north to Thirtieth street.

Chicago Kindergarten College, 10 Van Buren street, between Michigan avenue and Wabash avenue. Mrs. J. N. Crouse and Elizabeth Harrison, associate principals.

Pestalozzi-Froebel Kindergarten Training School, New Chicago Commons, corner Morgan street and Grand Avenue. Take Grand avenue car corner Randolph and State streets. This passes the door. The old Commons is at 140 North Union street. Take the Milwaukee avenue or the Elston avenue or the Chicago avenue car. Any of these can be taken on Lake street or on corner State and Randolph. Mrs. Bertha Hofer Hegner, principal.

The Froebellian School, 9441 Pleasant avenue, Longwood, Ill. Andrea Hofer Proudfoot, director. Kindergarten Training Department. Elsa Hofer Schreiber, principal. Take Chicago, Rock Island & Pacific Suburban line at Van Buren Street Station, to Longwood. Walk two blocks west.

We acknowledge the receipt of the following valuable contributions to Educational literature:

Pittsburg and Allegheny Free Kindergarten Association's eight annual report.

New York Kindergarten Association's tenth annual report.

Superintendent Fashoy's report of the public schools of Los Angeles, 1899-1900.

The Golden Gate Kindergarten Association's twenty-first annual report.

The report for 1900 of the Superintendent of Indian Schools.

Report for 1900 of Chicago Permanent Vacation School and Playgrounds, by Edward B. DeGroot.

The Indianapolis Kindergarten, edited by Mrs. Eliza A. Blaker and Mrs. Lois G. Hufford.

The Allendale Blue-Print for December.

The Southern Workman for February is an inspiration to educationists who are concerned to know how to civilize, that is culture, the untutored, whether child, negro or Indian.

Seventh annual Report of the Western Drawing Teachers' Association.

Miss Mary McDowell, of social settlement activity, spoke before the students of Ann Arbor, Mich., in February; also before the kindergartners at Grand Rapids, Mich., and the Ypsilanti State Normal School.

We must not be daunted or discouraged by handicaps, either physical or spiritual. Distorted bodies, warped ethics, there may be and often are. To make these healthy and sound is the business of the kindergartner. Even the most degraded child lives in a little world of happiness of his own making. The main defect of the "let alone" doctrine is, that along with his effort to make his world, the child is overpowered by the forces outside of him, and his childish play is eventually turned aside from its original expression and becomes vicious in the end. The kindergarten takes him when he is turned into the street and supplies the material for his body, his soul and his fancy to feed upon, and for the arrested development of street education, we start him on the road of complete development. It is the business of the *school* to see that the work begun in the kindergarten culminates in a rounded character.—*Cynthia P. Dozier, New York.*

THE SUMMER SLOYD COURSES at Nääs, Sweden, are arranged for the following dates:

Course 92—June 12 to July 24.

Course 93—July 31 to September 10.

A course for the teaching of games will be held also from June 12 to July 24. The Sloyd Association of Great Britain and Ireland will hold holiday courses in England during the coming August. Circulars to be had on application to the Secretary, Mr. John Cooke, 131 Percy Road, Shepherd's Bush, London W.

Dr. Edward Haufe, author of "Die Natürliche Erziehung" (Education According to Nature) is described by Dr. A. H. Herford as "more than a follower of Pestalozzi and Froebel, and as embracing and co-ordinating the thoughts of Montaigne, Bacon, Comenius, Locke and Rousseau, who for those *who have ears to hear, speak all the same words.*" We can only think that Dr. Herford is well meaning, but scarcely discriminating in this statement.

Richmond, Va., is not behindhand in interest for the kindergarten. An instructive course of lectures is being held by Miss Harriet Niel, of the Phebe A. Hearst Kindergarten Training School, in Washington, for the Richmond Educational Association of 300 members. There is also a mothers' class every month, and in addition the Woman's Club had a special lecture last week, in which Miss Niel addressed them on "The Kindergarten as a Factor in General Education."

The Portland (Ore.) Free Kindergarten Association has issued a valuable pamphlet entitled, "Kindergarten, as an Organic Part of the Public School System of America." It is a valuable campaign document for use in organizing the kindergarten sentiment of any community into *bona fide* kindergartens. The pamphlet is written by Miss Valentine Pritchard.

The parents of children attending what is commonly known as Mr. Dewey's School, but which is properly called the University Elementary School, have formed a social organization for the purpose of interesting themselves in its methods and sustaining the work there done.

Kaukauna, Wis., has a successful public school kindergarten. One of the workers reports of it as follows: "Since the establishment of the kindergarten in our public school it has done more to awaken parents and teachers and has made its influence felt all over the city."

The carpenter and his craftsmanship had been the subject of much enthusiasm in a certain kindergarten. The children were questioned quite closely as to what the good carpenter builds. One sturdy four-year-old at last "had a revelation" and exclaimed, "Boarding houses."

The National Congress of Mothers will meet in Columbus, Ohio, May 21-24. Eminent specialists from all parts of the country will be upon the program, which, it is promised, will equal if not surpass in interest those of former congresses.

Mr. Earl Barnes gave a series of ten lectures on "Child Study" in the rooms of the Sesame Club, London, previous to returning to America. Sesame House is more and more becoming the home for discussion of educational and social questions.

Pasadena, Cal., opened the third free kindergarten, under the Free Kindergarten Association, in February.

Ninety-three per cent of the delinquent boys brought before the Chicago Juvenile Court are reclaimed. This is the testimony of Judge Tuthill himself.

"The Dream Fox Story Book," by Mabel Osgood Wright, tells of the many curious experiences of Billy Button under the guidance of the Dream Fox and Nighty Mare. Published by Macmillan. Price \$1.50. Illustrated.

The *Dial* for January 1st names the "Education of Man" as one of the epoch-making books of the century just past.

New Books for Supplementary Reading

GOULD'S MOTHER NATURE'S CHILDREN

By ALLEN WALTON GOULD. For introduction, 60 cents.

SUMMERS' THOUGHT READER

By MAUD SUMMERS, Principal of the Goethe School, Chicago. For introduction, 30 cents.

LANE'S ORIOLE STORIES

By M. A. L. LANE. For introduction, 28 cents.

THE FINCH FIRST READER

By ADELAIDE V. FINCH, author of "The Finch Primer." For introduction, 30 cents.

LONG'S WILDERNESS WAYS

By WILLIAM J. LONG, author of "Ways of Wood Folk." For introduction, 45 cents.

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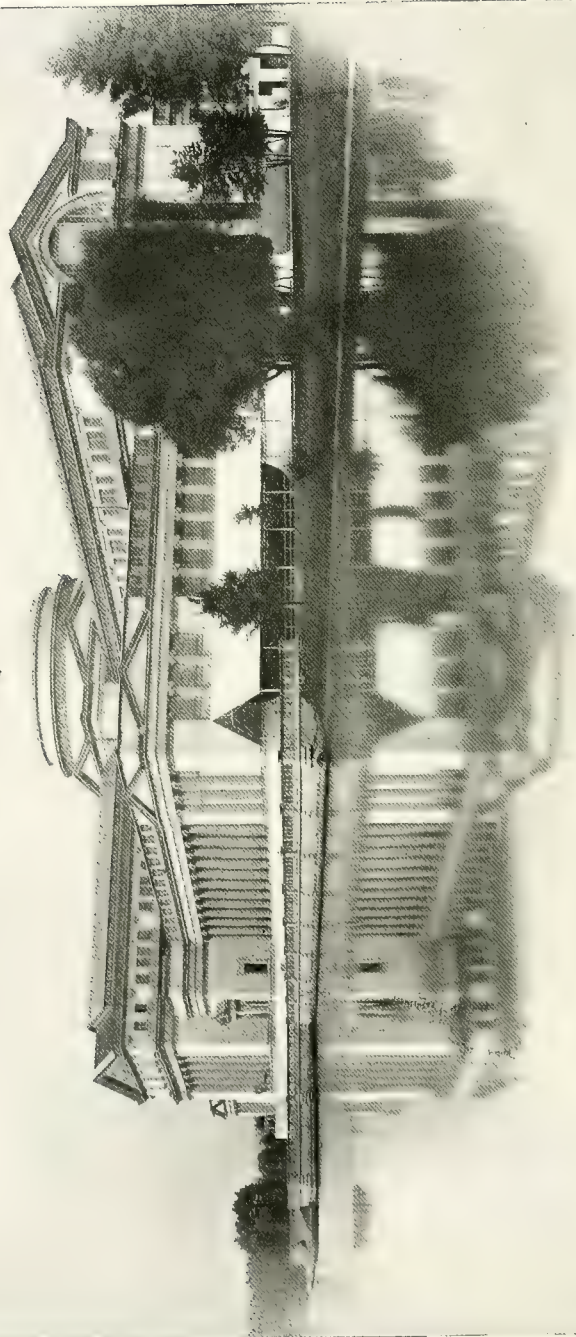
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KINDERGARTEN MAGAZINE

Vol. XIII.—APRIL, 1901.—No. 8.

TWENTIETH CENTURY SERIES.

TOLSTOI'S SCHOOL FOR CHILDREN.

EVELYN H. WALKER.

IN "The Long Exile and Other Stories for Children," Count Lyof Tolstoi has embedded a rich mine of folk-lore, romance and ethical and spiritual wisdom. And of all these tales the "School Scenes at Yasnaya Polyana" are the most delightfully suggestive and thought-inspiring. Like many other of Tolstoi's stories, these "scenes" are founded upon facts and keep very close to real characters and events.

In the following sketch of the story I have paraphrased, chiefly for the sake of brevity, making use of direct quotation whenever available.

The school of Yasnaya Polyana was organized about the year 1861 by Tolstoi on his estate called Yasnaya Polyana, situated a few miles from the government city of Tula. At the time to which this story refers there were four teachers in the school. Two of them were veterans, used to disorder and apparent lawlessness. The other two were recent graduates, lovers of proprieties, of rules, bells, regulations and programs. One's heart goes out in sympathy to these.

The children bring no books, neither do they bring any lessons in their heads. They are not held to account for being late, and so they are never tardy unless detained by their parents for work. The teacher enters the room and finds the pupils rolling or scuffling on the floor. He distributes books to the boys, beginning with the top of the pile. "The spirit of war takes flight, and the spirit of learning holds sway." The pupils sit where they please, on benches, chairs, on the window-sill, or on the floor. It is calculated that there will be four lessons before dinner, but sometimes in their enthusiasm over one lesson

both teacher and pupils will forget the other three and leave them all undone. Sometimes a class will last three hours, and still the children will cry "More, more!" But when things bore them they are quite as outspoken, crying out, "That is stupid," or "Go to the little ones." Everywhere liveliness, racket and external disorder are the rule of the day; one drags benches from one room into the other, another scuffles, another goes home after bread, another heats his bread in the oven, another borrows something, another goes through gymnastic exercises, and the author is authority for the statement that "it is far more easy to bring order out of chaos by leaving them to their natural impulses than by sitting them down by main force." The louder the teacher shouts—this has been tried—the louder shout the scholars; his voice only excites them. If you try to quiet them or to start them in another direction this sea of youths will begin to rage more and more violently, then come to rest. But for the most part, it is not necessary to say anything.

Count Tolstoi's argument in favor of the freedom of lawlessness of the school is based on the theory that scholars, even the smallest, are human beings, with the same wants as the older, all anxious to learn, since they come to school for no other purpose, and, moreover, they are a society of human beings united by one thought. And, therefore, if they are interested, they will not let their lawlessness run into excess.

The evening lessons are quieter, more dreamy, more poetic. The twilight hour is devoted to sacred and Russian history. The older and better scholars crowd close to the teacher. When a new story begins all are motionless. During the week of which the author writes it has been the story of the life of Christ. Each time they insist upon hearing the whole of it. If any part is omitted they themselves add their favorite ending, the story of Peter's denial and the Saviour's sufferings. But, this lesson over, perhaps the children are tired. Some one speaks of going home. Who made the suggestion? God only knows, but off they go, shouting, "Good-bye, Ivan Ivanvitch," to the dumfounded teacher, who is all ready for his other lessons. This happens, on an average, once or twice a week.

The most dramatic incident related in the "School Scenes" was the story of the writing of a composition. Tolstoi had suggested a Russian proverb as a basis for the story, "He eats with

your spoon and puts your eyes out with the handle." The boys thought it was too hard and said: "You write it for us." "I will write with you," he replied, "and we will see whose will be the best," and the race began. Some of the children finished before Tolstoi, and one began to read over his shoulder. Of course he could write no longer. He stopped and read it aloud. The boys were not pleased. No one praised it, and the author himself confesses that, compared with the others, his was "like a fly in milk, so artificial, false and written in such a wretched style." They began to make suggestions, and a new story, mainly the work of Semka, Fedka and the teacher was the result. At the suggestion of one of the boys it was agreed that this should be printed as the work of Makaroff, Marozoff and Tolstoi.

But "there's many a slip 'twixt the cup and the lip." A new pupil entered the school and taught the children the art of making fly-flappers with such success that, tho it does not appear to have been the fly season, every available piece of paper was turned into a flapper, including the work of "Makaroff, Marozoff and Tolstoi," which had unfortunately been left on the table in the school room. The flappers had their day, but the next morning they had become such a nuisance that the children themselves declared a general persecution, and the fly-flappers, story and all, were flung into the lighted stove.

When this came to the knowledge of Tolstoi his despair knew no bounds. Wringing his hands he went to work to re-write the story, but could not forget his grief and his indignation at the fly-flappers. It was then little Fedka suggested that the boys should help him in the re-writing, and that he and Semka would come and spend the night at Tolstoi's house for that purpose. This they did, and it was here that Tolstoi discovered the wonderful power of little Fedka, a power which he says was never attained by Goethe, even in the wonderful development of his genius.

But the real meaning and purpose of this school are best revealed in the chapter entitled, "A Walk Thru the Woods." Here Tolstoi walks home with some of the children after their evening lessons. They have been reading Gogul's story of Vii, the Witch. Their imaginations are inflamed. They can

see the witch before their very eyes, all around them, and especially behind them: It was a moonless night. As they reached the cross-roads some of the boys declared they were going into the woods. Four of them, including the teacher, took up with the idea, and into the woods they went. There were wolves in the woods, but boys are not afraid of anything. Tolstoi seizes his opportunity with the boys and drops into a wild tale of the Cossacks. Little Semka goes ahead in his big boots. He is not afraid of wolves, witches or Cossacks.

A peasant hates a caress, and a 5-year-old lad is insulted and will cry over being kissed. Imagine, then, Tolstoi's surprise when Fedka, the marvelous little writer, snuggles up and clasps two of the count's great fingers in his hand, all he can reach around, I suppose, and clings fast to them.

"Now get out from under my feet, you," he says to Pronka, who is doing his best to keep out of the way. He is even carried to cruelty, "it is so unusual and so pleasant," says Tolstoi, "to hold my fingers, and no one should presume to dare to disturb his content." And so poor little Pronka, pushed from the path, wallows through the snow up to his knees and can keep up only in the most interesting parts of the story.

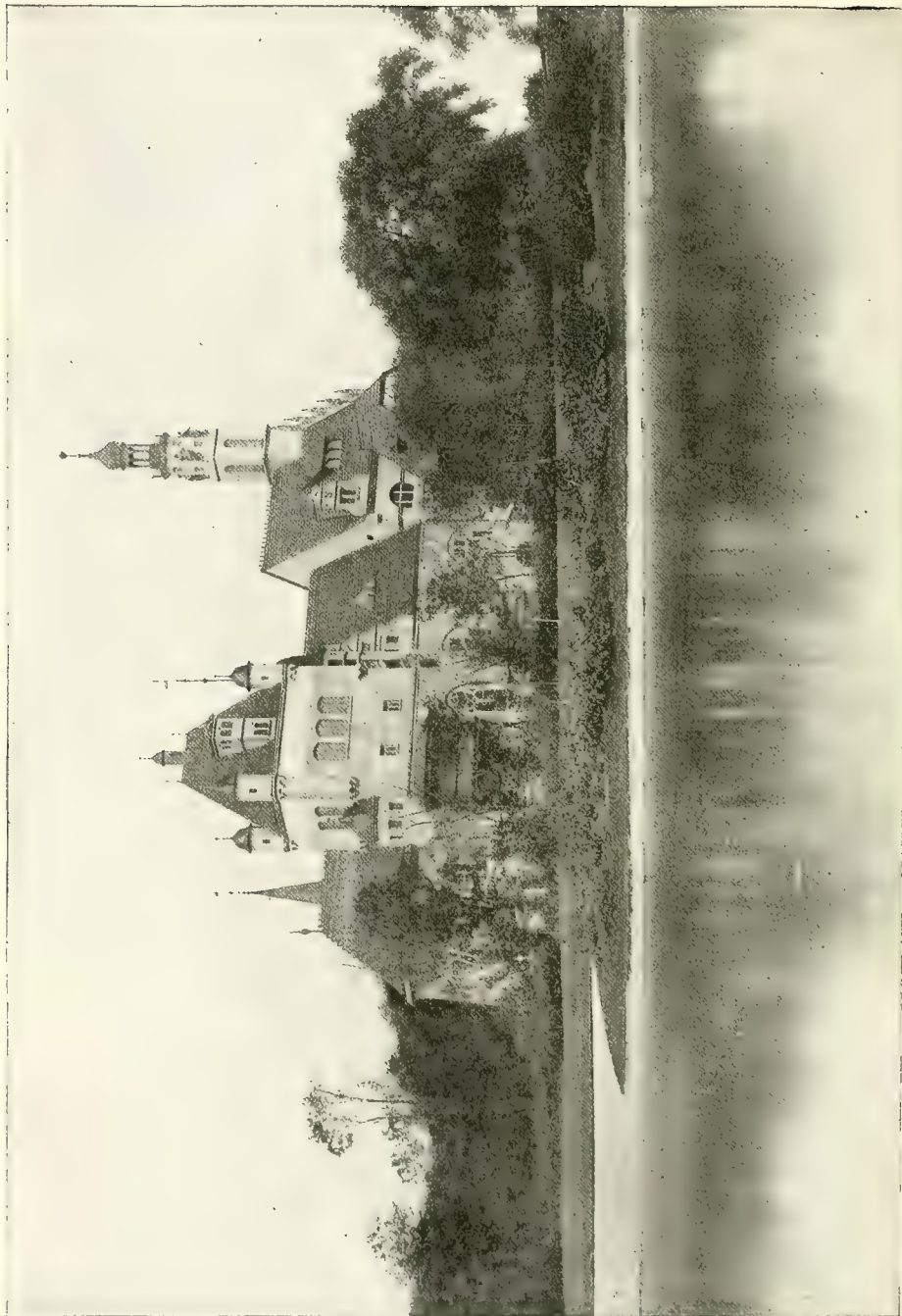
We are given here and there a glimpse of the conversation, which is of the most absorbing interest. It seems as if everything of importance must be settled that night. The fathers of these children had been Tolstoi's father's serfs, but there is no thought on either side of master and servant, of teacher and pupil. There is nothing but communion of spirit, comradeship, fellowship, friendship.

In this chapter, if nowhere else, do we find a justification of the School at Yasnaya Polyana. This is the real University, "a log, with the student at one end and Mark Hopkins at the other." This is the exemplification of our own Dr. Dewey's favorite educational maxim, that the school should be "not a preparation for life, but life itself." Whether this theory is carried out better in the Dewey School, let those say who know. The children of the Dewey School are in a great measure incapacitated by the circumstances in which they are born from doing anything more serious than playing at life. When they build a raft for Robinson Crusoe, or equip Ab, the inventor of the bow and arrow, with weapons to meet his foes, they know

perfectly well that it is all play and that such conditions are not for them to meet; but in the carpenter shop at Yasnaya Polyana the boys are struggling with problems of their own every-day life, with wants which arise out of their own drear necessities. Think of the difference in motive actuating a boy who for the pleasure of admiring parents and visitors makes a bookcase for which there is no room in the midst of the fine furniture of his home, and which must presently be sent to the attic, and the boy in the peasant cottage whose bookcase goes home to make a place for the few books that have been lying on the floor or under the bed.

There is another difference between these two experiments. Each is alike designed for a school of social democracy. How great has been Tolstoi's success in this direction no one may say. But certainly here extremes meet. The highest aristocracy of Russia stands on common ground with the child from the poorest Russian hut, and the children of peasant and noble are alike welcome. But the Dewey School, thru nobody's fault, perhaps, is from foundation up a little object lesson in aristocracy. The very fact that a boy is wealthy enough to be enrolled at the Dewey School builds a little fence around him, which, so far as the child nature is capable of being impressed, keeps him apart from other children; though, fortunately, children are born democrats and Nature is continually thwarting the devices of men.

The real outcome of the Dewey School and the Tolstoi School are alike hid in the darkness of the future. I dare no more than suggest the question, is there not a possibility that the result of these two divinely audacious experiments on opposite sides of the globe, much alike in their motives and theories but most unlike in adjunct and circumstance, may yet be found to justify that other most daring experiment which Tolstoi would long since have put into operation but for the natural, creditable and most womanly opposition of his wife; the experiment of disinheriting his children for their own good that they might start out on the race of life unhandicapped by the burden of wealth and given an equal opportunity with the peasant children of Russia.



GERMAN BUILDING, JACKSON PARK, CHICAGO.

FRIEDRICH WILHELM AUGUST FROEBEL—A BIOGRAPHICAL STUDY.

* BERTHA JOHNSTON.

EVERY country has its own national birthday celebrations, in honor of its past heroes or reigning monarch. But there is one happy day in the year which seems naturally sacred to the joy of little children the world over, that day, April 21, on which was born the founder of the kindergarten, Friedrich Froebel. Does it not seem most appropriate that this date should fall in that time of the year when all young things begin their first glad outreachings toward sun and air and sky?

The kindergartner always finds it an inspiration to review at times the salient points, subjective and objective, in the life of this modern patron saint of childhood. A knowledge of those influences which most impressed the growing soul of a sensitive child, as revealed in his most delightful of autobiographies, throws much light upon childhood in general. In reading this life history we see how unhappily was the consciousness brought home to him that he was

A MOTHERLESS BOY.

His mother dying in his infancy, the sensitive child yearns in vain for the sympathetic mothering which a step-mother of the conventional type fails to give.

The large house is so shut in by other buildings, the opposite church, fences, hedges, etc., that the confined surroundings oppress the open nature of the boy. Shut into a room while still a small child, he watches the men across the way repairing this same church. With the creative instinct of a normal child he attempts to imitate them but finds the chairs and other articles of furniture lend themselves but poorly to constructive purposes. Futile efforts that bore rich fruit later in his kindergarten gifts.

Immersed in his pastoral affairs his father, the active, conscientious shepherd of a greatly scattered flock, can give but little time or thought to the needs of his own little household lamb. Sensitive, misunderstood, the child ponders in silence over

the perplexing questions that beset him. The expanding petals of a flower-like nature close in upon themselves as in a closed gentian. He grows introspective and given to self-examination.

That is an affecting picture he gives of his first day at school. Here, according to long-established custom, the children repeat a verse remembered from the sermon of the preceding day. We can imagine the flaxen-haired little maidens repeating, the older ones first, so that the younger ones may learn it, the chosen text, "Seek ye first the Kingdom of God." The reverent repetition by the childish voices makes an unfading impression upon the boyish heart. The home religious exercises also feed his hungry spirit and he tells us that he repeatedly resolved to be a brave and good man but that he afterward heard that his inward resolutions were in flagrant contrast with his outward life. Was it his own experience which leads him to the conclusion stated in the "Education of Man" thus, "The child that seems good outwardly often is not good inwardly; i. e., does not desire the good spontaneously, or from love, respect and appreciation; similarly, the outwardly rough, stubborn, self-willed child that seems outwardly not good, frequently is filled with the liveliest, most eager, strongest desire for spontaneous goodness in his actions, and the apparently inattentive boy frequently follows a certain fixed line of thought that withholds his attention from all external things."

Another glimpse into the mind of this thoughtful boy is given. Many people are anticipating the approaching end of the world, but this child of less than ten years reasons quite differently. He argues that the end is not to come till man has achieved perfection and compassed all possible knowledge of earthly things. His childish eyes perceive that that day is still long distant. He, poor child, has many sad opportunities for realizing this truth. An unobserved listener, he hears frequently rehearsed the confession of sin and sorrow of his father's parishioners. He hears the tales of family discord, of marital unhappiness, and as it seems that the cause of most of the pain and misery is due to there being the two sexes he wonders why man alone should have been taxed with this distinction. An older brother, wise and sympathetic, explains to him one day the sexual difference in plants. "Now was my spirit at rest," he says. "I recognized that what had so weighed upon me was an institution spread

over all nature, to which even the silent beautiful race of flowers was submitted. From that time humanity and nature, the life of the soul and the life of the flower, were closely knit together in my mind and I can still see my hazel buds like angels opening for me the great God's

TEMPLE OF NATURE."

Thus is he given a guiding clew which he follows thruout his life. Ever he seeks the golden mean which harmonizes opposites. He has already, however, found Nature to be a friend. It is a pleasing picture we are given of the little Friedrich working in the garden with his father. It is a little world to him. The life of the plants and flowers he loves arouses vague premonitions, to be realized in later life. Bird, insect and flowers supply in part the companionship and sympathy he craves. The happy work with his strong, active tho stern father, gives balance to his dreamy musings. He is busy, too, about the house and rejoices in all these various activities. Such are some of the vital influences in the life of the boy Froebel.

Later he leaves home to live for five happy years with a maternal uncle, and then is apprenticed to a forester and is once more happy and busy studying trees and plants, drawing maps and surveying. Then he has experience as an accountant for a large estate, and in time he studies a little of architecture. He is a student at Jena, Göttingen, Berlin, receiving in all three years of university training stretched over an interval of fourteen years. In all these various essays at finding his life work he is still ever learning and yet ever unsatisfied till eventually the

ROUND PEG FINDS ITS ROUND HOLE;

for in 1805 he becomes a teacher in Gruner's Model School at Frankfort and finds himself at home. Gruner was a pupil of Pestalozzi and Froebel goes to Yverdon, Switzerland, to study for two weeks under the master. After teaching in Gruner's school he serves as tutor, taking his three fine pupils to Yverdon. He drops this, studies mineralogy, crystallography, etc., at Berlin, and finally in 1813 has an entirely new experience. He becomes

DEFENDER OF HIS COUNTRY.

The young man who loved flowers and trees, who enjoyed most a quiet life of study or an active life of teaching gives up

his heart's desire to turn soldier boy. First, because his ideal of a true German brotherhood demands that a common danger should bind all of one blood together. Secondly, he aspired to be a true teacher of children. It was the future Fatherland of his future children that was endangered. How could he ever spur on his children to deeds of nobility and sacrifice if he refused the call of their country in its extremity? But in war as in peace he is still the philosopher and nature lover. Here are some pictures for the children: During an unusually hot day's march, his comrades are throwing aside all possible superfluous weights, while he collects stones, mosses and plants and in the evening, round the bivouac fire, uses them as object lessons for talks about natural history. Upon another day the bullets are whistling over their heads as they lie stretched behind a hedge, and he calmly figures out the difference in velocity between bullets of musket and flintlock. He has some experience of real fighting also, but the most precious result of his army life is the

STRONG AND ENDURING FRIENDSHIP.

which is there laid between himself and his two comrades, Middendorff and Langethal.

The war over, he returns to the University of Berlin again to assume his duties as curator of the mineralogical museum. Here he converses one day with the lady who manifests so much interest in his educational views that he afterward asks her to unite her life interests with his as his wife. In 1816 we find that he has resigned his Berlin post and is settled in Griesheim with the two sons of his brother Christoph, and the three boys of his recently deceased brother Christian. From Griesheim he sends out the call to Middendorff and Langethal to join him in working out "a system of life and education worthy of man." They respond to the demand of the idealist and with the five boys as pupils the "Universal German Educational Institute" is launched upon its way. Middendorff and Langethal as soon as possible join him. The ensuing year all remove to Keilhau, which is the seat of a training school until 1854. Here Froebel marries the generous and noble woman above mentioned. She resigns a life of ease and comfort to accept with courage, constancy and good cheer the inevitable hardships that attend the pioneer. In time his brother Christoph joins the little community with his wife and three daughters.

The eventual marriage of these three with three of Froebel's devoted teachers strengthened still more the bond that united all.

In 1831 we find him in Switzerland suffering persecution at the hands of some of the ignorant clergy but encouraged by the steadier element of the community until he receives a call to organize the Orphanage of Burgdorf. We here reach the point in his career which is of great interest to the kindergartner. As director at Burgdorf he must give the teachers a so-called Repetitive Course. This means that in this Canton the teachers had a three months' absence given them every two years. They then assembled at Burgdorf for study and comparison of experiences. Froebel presided over the discussions. It was at the meeting held at this time that many questions occurred to Froebel's mind which pressed for solution. As he listened his attention was consciously called to the importance of the youngest years of the child. He saw clearly that any education that pretended to build thoroly and wisely and intelligently must begin with the beginning child. The ideas of an institution for the education of little children began to mature in his mind. And in 1837 we find

THE FIRST KINDERGARTEN.

established at Blankenburg. The school at Burgdorf meanwhile continued for a while under efficient management. And so he to whom was given in earliest childhood the message, "Seek ye first the Kingdom of God," seems to have found in his latest years that the object of his lifelong search was the beautiful kingdom of childhood, "for of such is the kingdom of heaven." The training school at Liebenstein is founded, the country seat of Marienthal being secured thru the influence of the Baroness von Marenholtz-Bülow. A period of storm and stress follows, with intervals of joy and encouragement.

In 1852 the strong, loving soul passes away. One of his latest messages is the tender thought for that Nature he loved so well. "Take care of my plants and spare my weeds. I have learned much from them." But a review of Froebel's life, however brief, must include among other things mention of those friends who with faith and insight sustained him thru all his years of poverty and misunderstanding. Among these we name first the two equally devoted women who shared his cares and

perplexities and simple joys in the capacity of wife. His first wife, Henrietta Wilhelmine Hoffmeister, has been already mentioned. She died in 1839. In 1851 he married his pupil, Luise Levin, a consecrated young woman who saw behind the mask of sixty-nine years the ever-youthful soul of this child-hearted man. A third devoted woman was the Baroness von Marenholtz Bülow, who gave to the cause the support of an honored name and years of service in lecturing and writing. She long directed a training school in Dresden. Then there were his immediate relatives over whom he seemed to exercise a wonderful charm. In this case a prophet found staunch support among his nearest and dearest. Thruout the autobiography his brother Christian is seen to have been a most wise, faithful and true friend. Middendorff, Langethal and the Baroness were self-sacrificing and devoted to a degree rarely seen. The great German educator Diesterweg did him honor, and Saxony's queen gave him a hearing. Dr. Wichard Lange was also a faithful friend, biographer and editor of his works.

In Froebel's youth the idea of progressive evolution was in the air. Both science and philosophy were, as Carlyle might say, seeking to make that idea articulate. In his search for the unity that underlies all life Froebel typifies his generation's thought. The abstract theories of his age he would put to practical use in the training of the child. Among his contemporaries were Pestalozzi, Herbart, Wordsworth, Goethe, Carlyle, Hegel, Fichte, Kant, Spencer, Darwin, Cuvier. His great contribution to educational thought and practice is the idea of the possibility and necessity of beginning education while the child is still in the nursery, and the theory that true education comes thru self-activity. His greatest contributions to educational literature are the "Education of Man" (1826) and the "Mother-Play Book" ((1838) and "Pedagogics of the Kindergarten." The latter is largely made up of articles contributed to the Sunday Journal, founded in 1838 by Froebel.

The editor of the Kindergarten Magazine is fortunate in possessing a copy of the first edition of "Die Menschenerziehung" (Education of Man), bearing the imprint of Keilhau, 1826. Knowing how naturally Froebel's mind turned to symbolism we study with some interest the design of the paper cover. The lines are by no means very distinct, but we can distinguish a

sturdy palm and a tall lily. Upon the ground is a large woven basket of unfamiliar shape upon which rests a spade. A large sprinkling can is near. The oval of the back cover encloses a quaint picture of the Child in the Temple. A five-pointed star decorates each of the corners of the cover. Inside each one is pasted a tiny paper slip interpreting, as it were, the picture. The first compares the "Human Being growing in that garden of God, the Family, nurtured by Mother and Father care, to the lily developing in its garden freshly and joyously in accordance with its Godgiven life." The second slip continues the thought—"Such a human Being will develop happily and healthfully and will unfold purely. In and thru his life will God reveal Himself. He will show himself in the originality of his essence, as did like Jesus in the Temple of God." The volume contains 497 pages, printed in large type upon uneven pages of wood pulp paper. There is no division into chapters or numbered paragraphs, which so simplifies the American edition so that we learn from its examination a little as to what we owe the translator for his efforts to render more easy of access the wealth contained in its pages. The volume is dedicated by the simple German pronoun "Ihm" (to him). The author does not indicate whether the pronoun refers to man or to God.

"Sound education stands before me symbolized by a tree planted near fertilizing waters. A little seed which contains the design of the tree, its form and proportions, is placed in the soil. See how it germinates and expands into trunk, branches, leaves, flowers, fruit! The whole tree is an uninterrupted chain of organic parts, the plan of which existed in its seed and root. Man is similar to the tree. In the new born child are hidden those faculties which are to unfold during life. The individual and separate organs of his being form themselves gradually into an harmonic whole, and build up humanity in the image of God."—*Pestalozzi*.

The public school is more important than all else as an engine of democracy. Education is simply another way of spelling democracy.—*Edwin D. Mead, of New England Magazine.*

THE PLAY INSTINCT.

HENRY S. CURTIS, PH. D.

IF ONE should cast aside for a moment the mantle of the commonplace which experience throws over the wonder of the world, and with philosophic insight behold things as they are, rather than as they seem, perhaps nothing would give him greater astonishment than the plays of animals and children. The puppy spins round in pursuit of his tail until he lies panting and exhausted. The child chases his fellow on the lawn or seems to take a curious pleasure in batting useless balls or in a senseless race around the field diamond, which only brings him back to the place from which he started. Surely, says our philosopher, here is a great waste of energy; what has the boy gained from all this effort? Evidently some malign power has bereft him of his senses, he has drunken of the cup of Circe, or some evil fairy has touched him with her wand. Even if we say to him in the spirit of to-day, "My poor Philosopher your methods are old and antiquated; you have lived in your cavern until you cannot see the common things of daylight. I do not think it necessary for me to answer your useless questions," we are immediately accosted by another sphinx in the shape of the modern scientist who propounds the same riddle in another form. "In the aeons of the past that have made the present, life has not been a holiday for sport, but a bitter struggle. In that struggle thousands have fallen by the wayside for every one that has reached maturity. The runner has run for his life, and has had to divest himself of all his useless adornments or else he has filled the maw of his pursuer and has left no progeny behind to mourn his fall and perpetuate his characteristics. In this deadly struggle every useless burden has been dropped on the battlefield or torn from the very person of the contestants. In this furnace, seven times heated, all the dross has been refined away and only the gold of life has remained. Out of this war of all against all, man has come armed for battle, a real battle in a real world. The continual command of the ages has been 'Baggage to the rear.' But this is not all; so deadly has been this struggle in

ages past, nature has made pleasurable only those things which gave some respite or secured the necessities of life and offspring. How should such a wayside flower as play ever spring from the cold soil of reality, or survive alike the fervid heat of the coal period and the frost of the age of ice? In ages when mountains have been overturned and the lives of all have been molded by bitterest necessity, play would have fared badly at the hands of natural selection. You must either tell me that there is no such thing as play, or show me that it is useful."

Greeted thus at the gates of my subject by a problem, I can only hope to answer in part, I feel constrained to make friends with my Sphinx by conceding the truth of his suppositions. It is true if play had not been useful it would not have survived. It devolves then upon the genetic psychologist to show us the use of play and how it came to be pleasant. Looking at it superficially it would seem that play was the most useless and consequently it must have become by evolution the most disagreeable task to which man could set himself.

There are two theories deserving our respect which seek to explain the nature of play; the one accounts for it as surplus energy, the other would explain play as an instinct. The first of these theories is the older and was first proposed by Schiller, though it has been more closely identified with the name of Spencer than any one else. This theory says that the young animal generates a certain amount of energy, and as he has no serious task to perform he expends this energy in play. The same is true of life as a whole. Spencer says: "The higher animals being able to provide themselves with better nourishment than the lower ones, their time and strength are no longer exclusively occupied in their own maintenance, hence they have a surplus of energy which is used in play." Common parlance contains in an unanalyzed form the same philosophy. Play is ordinarily spoken of as springing from abounding vitality, spontaneity, or joyousness, all of which terms will analyze with very slight residuum into Spencer's surplus energy.

The second theory is that of Professor Groos. He differs from Spencer in regarding surplus energy not as the cause, but rather as only an especially favorable condition of play. He thinks play is to be accounted for as an instinct, not as a mere spontaneous overflow of abounding vitality—a wild fountain

which rises and sinks with the rain supply. In regard to many of the plays of animals Professor Groos has certainly proved his point. They are obviously instinctive and preparatory to the serious business of life. They give the animal the necessary training without which it would never be able to gain its livelihood. Professor Groos says: "The animal does not play because it is young, but rather it has a period of youth that it may play." Play is the animal's education. Play is seen to be an instinct in that it appears in all the higher animals and in cases where the animal has had no chance to learn.

There was a time in the long ago when the span of life was short and the animal was beset from the moment of its birth by many and terrible dangers. Then there was no time to learn by experience; the infant life would have fallen prey to its enemies before the experience could have been acquired. In that time Nature had to endow her creatures with a ready-made code of instincts which would enable them to perform unerringly their life tasks without experience or knowledge. The young partridge just out of the shell will skulk on the approach of an enemy, and so nicely does it perform this feat that one who stands over and watches the whole performance is usually unable to discover it. The moth spins its cocoon without any possible knowledge of what its use may be, yet with a fitness to ends which seems like inspiration. But there comes a time when the conditions of life are too complex; Nature has nowhere in her storehouse of mysteries an instinct complex enough to meet the needs of the life of man or the higher animals. She cannot prophetically behold the life of each of her higher children and furnish an automatic yet wise response to each of its thousand possibilities. Here the supreme power of instinct fails and Nature furnishes henceforward the raw material, a rudimentary instinct, which has to be developed by practice. Here in that strange procession, which leads through hate and strife to peace and love, God has found a place for intelligence. Instinct alone is henceforward inadequate to the struggle. The world has found a new force; another story has been added to the temple of life. This budding intelligence cannot do without knowledge and practice the duty which instinct so wisely performs for lower creatures, and here play finds its place. Play is the first, the only education, which Nature gives the young animal. It is the prac-

tice of the acts and adjustments which are to occupy its maturer years.

Every one has observed how puppies engage in the same games of pursuit and capture, the same sham fights as the real life of the dog entails. Kittens likewise practice creeping up and springing upon fancied prey. "Mountain-living animals, like kids and chamois, continuously practice standing jumps, springing vertically into the air in a manner that seems irresistibly comical in the zoological gardens. Gazelles, on the other hand, which in adult life have to jump gullies and watercourses on the veldt, confine their youthful enthusiasm to the practice of running jumps." The usefulness of these plays is evident, as Professor Groos says, "The tiger, no longer fed by his parents and without practice in springing and seizing his prey, would inevitably perish."

Thus, so far as the plays of animals are concerned, the scientist's question seems to me fairly well answered. Play has shown its usefulness and its right to survive.

In the case of the plays of children the problem is not so easy. Instincts become less simple and imperative as we go up the scale of life. It certainly is not very evident that many of these plays bear any relation to the occupations of real life.

In the plays of children three fairly distinct periods may be noticed. The first period lasts from birth up to about the sixth year. There are in this period plays of two fundamental kinds. The child is learning the use of its limbs and faculties and each new acquirement is used as a plaything until its novelty has worn off and its use has become easy. Thus the child plays with each new word and continues to repeat it from the pure pleasure of doing so. The chief plays of the latter part of this period are imaginative; they are the child's dramatization of the acts and personages of real life. He goes to church and returns to be alternately the preacher, the choir and the organist. He is not even confined to the realm of humanity in his impersonating, but is often a horse, a dog, or even an inanimate thing. It is evident that both these sorts of play are similar in nature to the plays of animals, and their preparatory or educational nature is also quite evident. If we can accept the opinions of such men as Preyer, the child learns more in these first three or four years of play than he does in all

his succeeding life. It may be questioned, however, whether many of these plays are directly instinctive. In their form they are imitative, but the basal impulse behind is undoubtedly instinct. These early dramatic plays are the types of nearly all play. Every play is a more or less altered and conventionalized form of what was once a real occupation.

The second period of child play includes the years from six until ten or twelve. The plays of this period are individualistic and competitive in nature. They are survivals of the hunt and the chase and correspond more or less closely to a savage state of society. Nearly all of them have in them some form of pursuit and capture or hiding away. They are thus preparatory in nature, but they prepare for the life of a savage rather than that of a civilized man.

I intimated some time back that the reason we find pleasure in games needs to be explained. Still, no one has ever attempted to do this to my knowledge. As nearly all games of this period are built on the plan of the hunt or capture, let us take the original case as a first problem. How shall we explain the fondness of boys at this age for hunting and fishing? Certainly the answer is not so obvious as it may seem. Why should a boy be willing to tramp over fifteen or twenty miles of log-incumbered woodland and carry a heavy gun in order to shoot a few squirrels, for which he has no use whatever? The squirrel is one of the most beautiful of creatures as it is frisking about in the woods, and the boy may be very fond of watching them or may even have a pet squirrel at home. Yet despite all this he seems to have an overpowering desire to kill them. Why is it more pleasant to shoot a living thing despite our sympathy for its suffering than it is to shoot at a mark? Why should the boy who is fed on every dainty at home be willing to sit in the boiling sun and hold out a heavy pole for hours to secure a few small fish?

The only answer must be that the pleasure has been inherited from times when things were different. To the savage, living, as he usually did, on the ragged edge of starvation, the joy of a capture was the joy of an anticipated meal. The joy of the chase was the relief from his watching and a still longer anticipation of a meal. I remember a case from childhood's days which nicely illustrates our present statement. A bluebird was sitting on a fence post; I picked up a stone and threw and killed it.

At first there came surging up in consciousness an intense joy; the hoary barbarian who occupies the lower stories of our earthly tenement looked out of the windows and shouted. He had secured a prize, perhaps a meal; he had shown his skill. It was the old joy of slaughter. But that feeling was immediately followed by one of shame and regret that I had taken an innocent and useful life. A civilized conscience slammed the shutters on the howling savage below. So the few centuries of civilization are a mere superficial film upon the aeons of savagery in each one of us, and the barbarian ever asserts himself first. What country boy has not set traps for muskrat or woodchuck or coon? Who that has ever done so does not remember the eagerness with which he went their round, and the exhilaration, often accompanied by a rising in the throat, with which he found a prize? Here again is the same old joy, a joy founded upon a necessity to the savage, but for the most part useless to us. It is from this primitive state of things, I believe, that the pleasure of all games of hunting and pursuit takes its rise. It makes pleasant all kinds of rapid motion which once meant to the pursuer the satisfaction of hunger and to the pursued release from peril. To say the boy enjoys tag because his forefathers lived by the chase may seem to many of my readers far fetched; nevertheless I believe this to be the case. Hence the pleasure of games would go back ultimately to the pleasure of the satisfaction of hunger. The chase was first undertaken for its utility, and as such it came to be pleasant. But as is the case with every oft repeated act its purpose tends to lapse from consciousness and it is afterward done for the pleasure it brings. In the same way the retired business man likes to play at business.

The third period finds its center in the teens, though it may begin considerably below and run on indefinitely beyond that period. This is the time for baseball, football, lacrosse and team games in general. These are co-operative and competitive in nature and correspond in a general way to a tribal stage of development. They are practically conventionalized games of war; they are modified tournaments and gladiatorial contests. Many of these games have a history running back for thousands of years. This is not true perhaps of football, but there is a record in the middle of the sixteenth century that after a certain date men are forbidden to use their daggers in playing the game. Team

games are the most developed form of play and promote a sort of tribal life among the members.

Still it may be said of all these games that they are relics from barbarous or semi-barbarous conditions. They exalt for the most part physical prowess and skill. But at present selection is no longer physical. Success in life depends not so much on fleetness of foot and strength of arm as it does in the ability to solve the problems of life. The civilized man secures his meal and many other things not by running it down, but by plotting its curve. Hence we have another set of pleasures which also spring from utility primarily: the joy of the solution of problems. Hence arise all our mental games which might prepare for such a life as ours just as our present games prepare for the life of a savage.

Those who have followed me thus far must be wondering if I would have every boy come into the world with, among other things, a full fledged instinct to play foot ball, base ball, etc. By no means! These are forms which the play instinct has taken; they are developments from it, but in themselves they are not instinctive. All instincts of human beings are so covered up under acquired characteristics that they are very hard to distinguish. Instinct does not determine the form of human activity, it only furnishes it with the impulse. To this law play is no exception. Some of the very simplest plays of animals and children may, perhaps, be said to be instructive in toto, but of most of them this is not true. The child learns his games by imitation, just as he does anything else. Yet, as we have attempted to show, there is a reason why games should take a certain form and involve co-ordinations of a particular nature, and this reason is found in the past experience of the race. But neither is this sufficient to give a full view. We have to add Professor Groos' theory to Spencer's to make a complete philosophy of play. It is seldom that a theory has been as widely held as the surplus energy theory of play without containing in it a germ of truth. Professor Groos says the kitten can no more help pursuing the flying piece of paper than the old cat can help pursuing a mouse; both are alike instinctive and necessary. Just so; but it may be questioned also if both are not alike serious. It is certainly true that when a game is once begun it may go on until exhaustion is reached. Just so, an intermittent spring, which does not discharge until its waters reach a certain

level, may continue to run after they have sunk far below it. Just as there are some plays which are almost purely instinctive, so there are some plays which are pure spontaneity. When the child runs shouting and tumbling about the lawn or pursues his comrade on the streets, the surplus energy theory is quite sufficient as an explanation. It may be said of these movements, as of the others, that they are not real games. No, but they enter as elements into nearly all games and give a preference for games of a particular kind. Surplus energy does not invent the game, it is not responsible for the child's playing, but it does determine the frequency and nature of the play.

Children are active from a physiological necessity. The baby who kicks out with his feet and strikes and clutches with his hands is not performing a voluntary act; the movements of his limbs respond to the spontaneous discharge of nerve cells. Nothing is so disagreeable to children as sitting still. They cannot sit still for long at a time if they try. Last year I tried and had tried hundreds of experiments on children in order to determine this fact more definitely. The results of our experiments were that children under five would not sit without moving more than thirty seconds, and children under ten would not sit more than ninety seconds. Some of my readers may yet remember times when they were required to "sit still" as children.

When we look to the side of brain physiology, it appears that the fibers of the motor areas are first medullated, which must mean that the motor areas are first in condition for use. Practically all the energy the child develops is used for growth or muscular work.

With a view of getting a more accurate measure of this activity I purchased four American pedometers and put them on children and adults. Everything goes to show that early childhood is the time of greatest activity. In my records, which are all averages for a week, it appears that the activity of children below six was $9\frac{3}{4}$ miles per day, of country children from nine to sixteen years old the average was $9\frac{1}{2}$ miles, of city children from six to seventeen the average was only 8 5-6 miles, while the adult average was only $7\frac{1}{2}$ miles. If these figures show anything they certainly show that the child has plenty of surplus energy, and its use is pleasant to him. So much so that keeping still is absolutely painful. All this tends to show that there is

a great deal of truth in the Spencer surplus energy theory of play.

Let us cast a glance in review, then, over our treatment of play. The impulse to play is an instinct which has survived on account of its direct utility. It is nature's first and only mode of education. Games are all more or less conventionalized imitations of the pursuits of adults or contain the elements of adult pursuits combined in a new manner. The pleasure we derive from games comes from the pleasure of making certain adjustments, which were first made pleasant by utility. Surplus energy determines largely the frequency and nature of the play.



MANUAL TRAINING IN THE SETTLEMENT.

ANNA E. BRYAN—IN MEMORIAM.

DIED FEBRUARY 21, 1901.

MISS Anna E. Bryan graduated from the Chicago Free Kindergarten Association in June, 1884, under Miss M. H. Ross, then principal and superintendent, with the present superintendent as assistant. In 1885 she was appointed director of the Marie Chapel Kindergarten. Mrs. Minnie Loeb Fichtenberg followed Miss Ross as principal of the normal department, and under her direction the classes began the study of physiological psychology with the late Professor and Mrs. John Straight, of Cook County Normal, as special instructors. This work, followed by that of Miss Fannie Schwedler, now Mrs. Barnes, principal of the normal department from 1886 to 1889, gave to Miss Bryan a broad interpretation of Froebel's philosophy, which she at once adapted to her work with the children.

The philanthropic people of Louisville, Ky., having become interested in the work of the Chicago Free Kindergarten Association and wishing to organize a similar work in their own city, sent a committee to become more familiar with the Chicago work and to select a competent teacher. Their choice naturally fell to Miss Bryan, a native of their State, and one whose early life and young womanhood had been spent in their own city. Miss Bryan resigned her position as director of Marie Kindergarten in 1887 and accepted this call to Louisville. This was the opportunity for Miss Bryan to organize a work and carry out her growing convictions unhampered by preconceived ideas of kindergarten methods. The success and character of the work during her six years in Louisville will be given in another article by Patty S. Hill and Finnie M. Burton, her co-workers. Her success in the South and her broadening influence were followed by the parent association with great interest. In 1894 Miss Bryan accepted an urgent call from her alma mater and returned to Chicago as principal of the normal department.

Miss Bryan's return to Chicago in this capacity was eagerly anticipated, not only by the association but by the superintendent, Miss Whitmore, and by other graduates, who had been following

with interest and pride the work of one of their alumnae. All that was hoped for in her coming was more than realized. She won the warm sympathy and hearty co-operation of the kindergarten directors at once, and with her guidance and inspiration an earnest mutual effort was made toward more conscious creative work. Each succeeding year has shown marked progress in this direction, and the aim of the association to secure perfect harmony between the theory of the training class and its application in the kindergartens was more fully realized under Miss Bryan's leadership. As principal of the normal department she completely unified the various courses through the central coordinating course.

Her absence from the classes during the spring of 1898 was caused by an attack of the grip. A summer devoted to recuperation was altogether too short for decided physical improvement, yet this brave and consecrated woman was at her post at the beginning of the fall term, full of increased faith, inspiration and devotion that enabled her to carry the class of '99 to graduation. Her indomitable will and soul power had held supreme as long as seeming immediate duty to others demanded. This overdraft upon her nervous system could not be met during the allotted summer vacation. She returned to the city in the fall, however, providing substitutes for her classes, and hoping that an extended rest of six weeks might enable her to resume her duties. In November the association granted to her a leave of absence, confirming her choice of substitutes by appointing Alice Temple acting principal and Sarah E. Hanson assistant principal—both having been members of the faculty. The following winter and spring was spent in California, and her absence was brightened by the loving thoughtfulness of Miss Port, who sent many messages and kodak pictures telling of Miss Bryan's cheeriness and improvement under the sunny skies of "our Italy." She returned east late in the summer to visit friends and relatives, arriving in Chicago for the opening session of the Kindergarten Club in October, where she was welcomed by many friends. A reception to Miss Bryan planned by Miss Temple at her home as a surprise to the directors, followed their regular meeting in November. It seems a most fitting close of her public life that it was spent with these directors of her beloved work, and this reunion is held in loving and sacred memory.

In the latter part of November she was taken seriously ill in the home of her friends, Mr. and Mrs. C. P. Crane, whom she was visiting. While able to join in the Christmas festivities she gradually failed until on the morning of Feb. 21 she passed on "to make that other side more bright."

Words fail to give a full estimate of this friend's mind and personality. Her loving heart, keen insight and great faith gave her the power, in an unusual degree, to call out the best, the highest, the truest in those who came within her influence. She was an earnest student, constantly seeking truth, ever enriching her own life and that, seeking for closer, conscious unity with the Divine, in order that she might give more abundantly to those who came under her direction. She could never give less than her best and this best was ever given generously, freely. The strength of her purpose, the vitality of her influence has shown itself in the character and continued growth of the work in Louisville. The work in Chicago feels her influence. The truths for which she stood have been and will be carried out by her associates.

Wherever her pupils are called this purposeful influence is felt, for it was Miss Bryan's aim to develop her students into conscious workers and to enable them to give a definite "reason for the faith that was within them." Countless calls to address various organizations were refused because, more and more, she grew to feel that the "greatest good to the greatest number" could be more effectively accomplished by strengthening and broadening the character and teaching power of her graduates. Soon after returning to Chicago Miss Bryan identified herself with the Kindergarten Club, and became an active worker and vital influence in it. She also became a member of the Woman's Club and did active work on the vacation school committee. As an officer and member of the International Kindergarten Union she fearlessly and earnestly expressed her convictions in regard to her interpretation of Froebel's philosophy in the light of modern educational thought. Her work on the Committee of Training Teachers was and is still recognized as most effective.

Not alone was Miss Bryan's influence felt among the workers in her own department of education, but in all departments of learning educators recognized her growing power as an independent thinker and instructor. This was manifested by offers to

assume direction of departments in noted institutions of learning. This life complete, which touched and enriched so many other lives, has passed from our earthly sight forever, but the personality, love and influence of teacher, revealer, counselor and friend goes on unendingly.

EVA B. WHITMORE,
ALICE TEMPLE.

Chicago, March 11, 1901.

THE WORK OF ANNA E. BRYAN IN LOUISVILLE, KY.

A noted educator of Louisville has written, "Until 1887, when Miss Bryan introduced the kindergarten into actual working among us, it was a mere name; a name, too, which had been considerably discredited by various humbugs masking under it, ranging from a nursery where children were amused while their mothers were shopping, calling or cooking, to a kind of manual training school for children under the age of six." Another element in Louisville was found in a band of noble women who hoped to accomplish much through the free kindergarten as a philanthropic agent, and a group of young women who were interested in it from the educational and professional standpoint.

In September of 1887 Miss Anna E. Bryan was called to take charge of the kindergarten work in Louisville, Ky., having the morning work with the children and the normal classes in the afternoon.

The board organized to introduce kindergarten work in Louisville had two reasons for their selection of Miss Bryan. First, she was a Kentuckian, a native of their own city, having many friends and admirers here who welcomed her back to the city as one of their own; second, in addition to these personal reasons, there was the excellent professional standing already attained by Miss Bryan in her work in Chicago. Miss Bryan possessed every quality necessary to success in planting the kindergarten idea in a southern city. In addition to her training and experience, which had prepared her for this work from the professional standpoint, she had the added charm of personal magnetism and grace of manner which won all with whom she came in contact, not only to her but to her work. Thru admiration and love for the prophet the message was heard.

Although her first kindergarten was opened in one of the

so-called slums of the city, the spacious quarters offered by a deserted southern mansion made it possible for Miss Bryan's first work to reach the little children from all classes of society. The children of wealth from the avenues sat side by side with the little waifs from the immediate neighborhood, all alike receiving the benefits which can only flow from a character so richly endowed with true "motherliness" and love for children, irrespective of social position. The very fact that these two extremes of society united to receive the benefits of kindergarten, is an exemplification of the tact of Miss Bryan in securing a hold upon the mothers of both classes and her success in impressing them with the educational value of the kindergarten training. Her work as a training teacher began in Louisville. Those of her first class who received all of their training from her were Miss Celeste Cemonin, Miss Eva Magruder, Anne E. Allen, Finnie Murfree Burton and Patty S. Hill.

To those who knew Miss Bryan before and after this period of her life, when her indomitable spirit and vigorous intellect were so handicapped by her frail constitution, it would have been a revelation to have seen the apparent ease and joyful enthusiasm with which she did the work of three women while in Louisville. Those who knew her at this time were impressed with the spring in her step, an exuberance and buoyancy in her social life, a cheeriness and radiance that made a unique atmosphere around her. Her training class had grown from the small beginning with five Louisville women to three training classes, numbering from forty to fifty and representing many distant cities and states. This increase of work in the normal department necessitated her giving up the work with the children, and Miss Patty S. Hill was elected her successor as principal of the Parent Kindergarten. The increase in the normal department and the increased interest in the city necessitated the opening of new free kindergartens, which during her six years' work in Louisville increased from one to eight. Those who were fortunate enough to work with Miss Bryan throughout her whole stay in Louisville can best appreciate the marvelous growth in depth and originality of her work from year to year. She was a fearless thinker, willing to accept truth from the humblest sources. Not only did she hold this standard for herself, but inspired the same love of truth and freedom of thought in all those who worked

with her, so that any progress in pedagogical application discovered by any one of her co-workers soon came into the possession of all.

She bestowed freely upon all who worked under her her best thought and deepest convictions, and yet left the recipients free to accept or modify her teachings in the light of what was to them truth; being as ready to learn from as to teach all those with whom she was associated. To this fact was largely due the progressive character of the Louisville Free Kindergarten work under her direction.

One of her favorite texts was, "The letter killeth, but the spirit giveth life." This was typical of her feeling, both in her spiritual and educational life. While she broke away from the traditional in the kindergarten world, it was only that she might more firmly lay hold of the true spirit of Froebel. Equally eager in her search for and application of truth, she was ever ready to press onward, casting aside the letter of her former applications, looking upon them as the weights that so easily beset us in the high calling of our profession. The reputation of her work brought calls for public addresses before many educational gatherings at home and abroad. In responding to these calls, she did much to promote progressive thought and practical application of kindergarten principles for the kindergarten work at large as well as for her own home work.

It is no wonder that after six years of such varied and continuous work she should feel the need of a year of freedom from work for rest and study. The board of the Louisville Free Kindergarten Association granted her a year's absence and appointed Miss Patty S. Hill as training teacher for this period. The work could not have been put to a severer test than that the Louisville kindergartens withstood at this period, when one of the principals was chosen to succeed Miss Bryan as training teacher and superintendent of the work as a whole. The unity and harmony with which all had worked under Miss Bryan, thru loyalty to her and the work, was transferred to her successor. And the impress of Miss Bryan's spirit upon all of those for whom and with whom she worked while in Louisville remains to this day, in the same unity and harmony which characterizes the relations existing between the kindergarten workers in Louisville to-day.

In the spring of 1894 the call came to Miss Bryan from the Chicago Free Kindergarten Association. When she made known to Louisville her decision in favor of Chicago it was accepted with intense regret and yet with a certainty of conviction that she would not have done so had she not deemed it wisest and best for all parties concerned. Yet Louisville has never ceased to be grateful for the fact that this was Miss Bryan's birthplace—she belonged to the South. Trained in Chicago, she came back to work with the children of her native soil; afterward she worked in Chicago and for the dear friends there, yet she rests in our midst to-day. All those who were so fortunate as to receive her guidance and training while in Louisville would with one voice agree that truly she was a teacher sent of God, "a prophet of the true God and the usherer in of the true Kingdom of God."

FINNIE M. BURTON,

PATTY S. HILL.

Louisville, Ky.

IN MEMORIAM—A. E. B.

At a meeting of the Chicago Kindergarten Club, March 9, a committee was appointed to make such tribute as would preserve in our club records the memory of one whom we shall ever hold in our hearts, Anna E. Bryan.

For nearly two years we have watched in hope that our dearly loved friend would sooner or later be able to resume her work in class and in club. To-day we meet for the first time since her garment of flesh was laid away forever, and the words of Cicero for a lost friend come to mind: "To us indeed, tho she was snatched away, she still lives, and will always live for I love the virtues of that friend, and her worth is not lost. If the recollection of these things had been extinguished I could in no wise have borne the loss of that most affectionate friend." (*De Amicitia.*)

What was it that this beloved co-worker brought to us which so endeared her to all, even to those who had but slight personal acquaintance with her? It was for one thing, that clear, glowing sense of truth and beauty which seemed to encompass her wherever she went, whatever she did. Her philosophy of life embraced far more than can be measured by time and space, and knowledge of things earthly, for it led her into paths of daily

helpfulness to all with whom she came in contact. Hers was a humility like a child's; a charity that "seeketh not its own," but a love that "beareth, believeth, hopeth" that all things work together for good; it was an insight into the things of the Spirit gained from the study of 'the Heavenly Father's book, which made her bodily presence strong, health giving and holy. All of this she brought into this club, and it is ours forever, for—

What is excellent
As God lives, is permanent."

Altho life here brought her many trials, many conflicts which only come to strong, deep natures, she never failed to live out the poet's thought.

Life means good, and means it intensely;
To find its meaning is my meat and drink.

And this she strove to find, not alone for the outer life, but also the soul meaning of it all; often wondering but never doubting that each earthly trial had its spiritual use; anxious to learn this lesson, yet heroic in her submission whether it were revealed or hidden.

If we were asked what in all the phases of her chosen work was the one which most deeply touched her heart and her mind, might it not be said that hers was a supreme belief that the angels of God who "do always behold the face of the Father" had in their holy keeping "the way, the truth, the life" of every little child, and her great longing was, as Elizabeth Peabody has said, to "work with God, at the fountain head of life." She rarely spoke at any of our public meetings or in class without a plea for the "child's point of view." It was the "child set in the midst," with its sacred and receptive innocence, that warmed her heart and kindled her mind into a living, loving glow whenever she taught; and like a child herself, did she not apprehend, feebly perhaps, yet something, of the revelation of infinite Love and Wisdom? Who can doubt that through the striving of a heart like hers there may come to us all divine inflowings? And now shall we believe that this is lost, even tho we may not feel the bodily presence. Ah, dear friend, shall we not even rejoice that the conflict is over; that you have entered the Heavenly City where all doubt is cleared away; where all problems may be worked out in the clear light of the eternal truth, without the shadows which seem so bewildering here? Having such hold

on the relations of life as she had, would death be so terrible if we thought of it as the gate of life? And might we not say:

"To thee it is not so much as the lifting of a latch;
Only a step into the open air,
Out of a tent already luminous
With light that shines through its transparent walls."

ALICE H. PUTNAM,
ANNE ALLEN,
BERTHA PAYNE.

SERVICE.

Fret not that the day is gone,
And thy task is still undone;
'Twas not thine, it seems, at all.
Never to thee it chanced to fall
Close enough to stir thy brain
And to vex thy heart in vain.
Somewhere in a nook forlorn
Yesterday a babe was born.
He shall do thy waiting task,
All thy questions he shall ask,
And the answers will be given
Whispered lightly out of heaven.
His shall be no stumbling feet,
Falling when they should be fleet.
He shall hold no broken due,
Friends shall unto him be true;
Men shall love him, falsehood's aim
Shall not shatter his good name.
Day shall nerve his arm with light,
Slumber soothe him all the night.
Summer's peace and winter's storm
Help him all his will perform.
'Tis enough of joy for thee
His high service for to see.

—*Edward Rowland Sill.*

MANUAL TRAINING, SLOYD AND WOODWORK.
HAND WORK IN PUBLIC SCHOOLS, IN INSTITUTIONS
FOR THE BLIND—TRAINING SCHOOL
NÄÄS.

MANUAL TRAINING FOR THE BLIND.

THE sixty-ninth annual report of the Perkins Institute for the Blind contributes fine testimony to the services of manual work for its less favored students. We quote from Dr. Anagnas' report as follows:

Instead of moving in beaten ways and following the common practice of paying exclusive attention to such exercises as are calculated to foster and strengthen the mere acquisitive and memorizing faculties to a sterilizing excess, we have sought more rational methods and have directed our efforts toward the vivifying of as large areas of sensory and motor nerve-cells in the cerebral region as possible and to the development of the creative and constructive as well as the meditative and reasoning powers. For the achievement of this end systematic manual training and such principles of rational education as form the sum and substance of Froebel's philosophic system of pedagogy are indispensable and must be employed in our school curriculum as fundamental factors and not as auxiliary means or side issues.

About ten years ago sloyd attracted our earnest attention, and it was introduced into our curriculum under favorable auspices. It has since taken deep root and now holds a commanding place in our plan of education. It is taught in a thorough and most highly satisfactory manner by a set of faithful and admirably well equipped instructors, and its results are conspicuous in various directions. They can be easily seen not only in the physical and mental vigor of the students or in their organic evolution, but in the enlargement of their resources and in their readiness to grapple with difficulties and overcome obstacles. These results are also evident in their ability to utilize their tactile power in different ways and in the facility with which they learn to read and write, to use the ciphering board and the embossing machine, to manipulate the typewriter, to master the keyboard of the pianoforte and that of the organ, to construct outline maps and geometrical diagrams, and to handle tools used in tuning and repairing of instruments. The value of sloyd to our whole system of education can indeed hardly be overestimated.

Our readers are always interested in development of Tommy Stringer, the deaf, dumb and blind boy who has been studied

with such care at the Perkins Kindergarten for the Blind, at Boston. He is now counted among the "big boys, and we reprint the account of his manual development from Mr. Anagnas' report:

Two lessons each week in manual training have been taken by Tommy under the oversight of his good friend, Mr. Larsson, with no abatement on the part of his kind instructors of the skill and interest and devotion to Tommy's best good, which have characterized their teaching in previous years. His knowledge of the use of tools still continues to furnish Tommy with pleasure and profit, and the results of these years of instruction in sloyd now prove indisputably its value to him. It has meant to him, this year, happy employment for many a leisure hour, the pleasure of giving to others that which represented his own unaided efforts, and an increasing sense of independence as his confidence in his own skill and ability became more assured at each new step. The making of a nail-box for a friend who was furnishing a new home, a number of desk blotters and rulers for Christmas gifts and a new top for his sled, characteristically finished in October, and the repairing of divers broken toys, have been some of the many ways in which he has exercised his talent. In the regular sloyd work he has made a wood-carrier and a small cabinet or medicine closet.

One of the greatest joys of Tommy's life has come to him with the ownership of a sloyd bench, a happiness made possible through the generosity of Mrs. Quincy A. Shaw, who not only gave the bench but also fitted it with all the requisite tools. This was sent to Wrentham for his use during the summer vacation. Long before the close of school Tommy mentally located his bench, weighing the respective merits of one spot after another, and finally announcing that he had decided to place it in "the barn near the window and the horse's stall," feeling sure that the space would admit it and that the horse would enjoy his companionship. In acknowledging the gift, Tommy declared "now I shall take all the care of Mr. Brown's house," feeling well equipped to undertake the welcome duty and daunted by nothing, for in "Mr. Brown's house" Tommy feels an equal share of privilege and responsibility with the owner. Subsequent events have proved that Tommy has valiantly kept to his purpose and, through the hot summer days he has found the greatest pleasure at his bench. He has neatly replaced worn door-sills with new ones, made a new barnyard gate and assumed the self-imposed duty of repairing the smoke-house.

MANUAL TRAINING IN PUBLIC SCHOOLS.

L. D. Harvey was appointed by the Legislature of the State

of Wisconsin in 1899, as a special commissioner to investigate and report upon the methods of procedure in this and other countries in giving instruction in manual training in the public schools. His eighty-page pamphlet report is a concise summary of the movement, of inestimable value. The following paragraphs indicate the practical presentation of the subject:

It is the ambition of every boy at a very early age to become the owner of a pocket knife. The reason for this is that the pocket knife is the tool which for him furnishes the largest opportunities for the exercise of his inherent desire to do. No one thinks of denying him the pocket knife because of the fear that its use will compel him to become a mere whittler; but on the contrary the thoughtful parent will furnish it because of its value as an instrument in the training of the child's manual and mental powers.

Because in the manual training school the child learns to use a plane, or a saw, it does not follow that he is to be a carpenter. Because the girl learns to sew, that she must be a seamstress, or because she learns the value of foods and how to prepare them that she must therefore be a cook. The use of the plane and the saw will be of value to the boy should he decide to become a carpenter. The training in sewing and cooking will be of value to the girl should she decide to become a seamstress or a cook, or should she be compelled to take the place of either seamstress or cook, even temporarily. But in any case, the training thus afforded will be of the highest value in the development of the individual, because it demands, first, concentration of attention, and thus develops that quality so essential to success in any field of human endeavor. Second, it requires organized thinking in the adaptation of means to ends, a demand which will be constant through life; and, third, it demands an exercise of the will power resulting in doing for the realization of those ends, and through the doing there comes a clarification of the thinking. It is not claimed that this sort of training and the knowledge and the skill which it brings constitute all that is necessary in the education of the child, but the claim is made and well made, that any system of education which leaves out this kind of training omits one of the essential requisites in the proper education of the child.

Mr. Hodge, the Secretary of the International Committee of the Y. M. C. A., after careful study of statistics relating to the subject of the educational preparation made by the young men of the United States between the ages of sixteen and thirty-five, reports as follows: "Of thirteen million young men in the United States between these ages only five in every one hundred have been specially prepared for their occupations by education received at some kind of a school." He also found

that of every one hundred graduates of our grammar schools, only eight obtain their livelihood by means of the professions and commercial business, while the remaining ninety-two support themselves and their families by means of their hands. If the statistics are correct, and an examination into conditions existing in any community will seem to substantiate them, it must be evident that the education given in the grades below the high school, which does not make provision for some training of the hand and eyes, as well as of the brain, is failing to do for these children what they have a right to demand shall be done for them, and what society has the highest interest in demanding shall be done for them. If ninety-two out of every hundred children in the grades are to earn their living by their hands, does it not seem that the educational system is out of joint which fails to give them during the most impressionable and formative period of their lives, such training as will fit them the earlier to become skilled in whatever department of manual labor they may engage, and thus to make them more productive members of society, as well as more self-respecting? It is true that manual training dignifies labor and gives to those who engage in it a respect for work as well as a habit of work, and an interest in their work.

NAÄS, SWEDEN.

What a charming place and life must be that of the students who summer at Nääs, Sweden—the now famous sloyd center.

Miss Caroline L. Pratt, of Philadelphia, describes it in *Education* as follows: "Nääs is situated upon one of those lakes which form a chain reaching from Gothenburg almost to Stockholm, and which, in their character of winding in and out, resemble a river more than a series of lakes. To just what the word Nääs is applicable was quite hard to discover. There is no post office and no station. The nearest of either is Floda Station, which is reached by means of a tiny steam launch, which plies twice a day between a small town farther up the lake and Floda, and which stops at Nääs upon each trip. 'What is Nääs?' or 'Where is Nääs?' were current questions among the students. If all these buildings are Nääs, then we might say that it is situated in the woods, so many trees are there and so close are the actual forests. The beautiful little birch trees which we cultivate so carefully upon our lawns grow naturally and quite thickly about the home of the director. Indeed, one of the prettiest sights I have ever seen was a bit of birch woods near Nääs. It approached more nearly my childish dreams of fairyland than anything I could think of with which to

compare it. It seemed incongruous and intrusive for anything so big and so ungraceful as a human being to pass through it. It was from such a place that Lewis Carroll might have received his inspiration to write *Alice in Wonderland*. Boating, bathing and tramping were our principal amusements, and our long evenings, rather than any time we had during the day, made it possible to indulge in these. Our hours were long in the sloyd room, being from eight until five, with an hour for lunch. We were a motley group, if one may apply the word group to one hundred and forty people, consisting of teachers from many nations, even Egypt being represented, and of all degrees and kinds of training. We were more or less school children in our behavior, and were treated as such. The complete absence of conventionality would have made us so, even had we not been supplied, as we were, with printed sets of rules to govern our conduct. For example: Lights out at eleven; all boats confiscated if not at the landing stage by half-past ten; no one may be excused from work in the sloyd room except by permission from the director. And all these directed to people, many of whom had come hundreds of miles upon their own responsibility, and who had left families in their respective countries. We were all there for work, however, so that the rules had only the effect of making us more merry."

ITEMS.

The growth of public sentiment in favor of making manual training a part of the public school course in the United States is shown by the report of the United States Commissioner of Education for the year 1897-98. That report shows that in 1890 there were thirty-seven cities of 8,000 population and over in whose public school manual training other than drawing was taught; in 1894 there were ninety-three cities, in 1896 there were 121 cities and in 1898 there were 146 cities.

Within the present century Finland was the first country to give a recognized place in the curriculum of its primary schools to wood work and other manual exercise. In 1866 instruction in some branch of manual work, such as wood work, basket work, tin work or iron work was made compulsory in the training colleges for male teachers and in all primary schools for boys in country districts.

Manual training was made compulsory in all training colleges

and town schools of Norway in 1891. In the same year it was made compulsory in the training colleges for men.

Can you state clearly the difference between sloyd and manual training?

In Sweden the movement for manual work in the schools was at first an effort to revive the old Swedish tradition of domestic industry. The failure of the early schools of domestic industry, coupled with the experience of Finland, led the Swedish authorities to encourage the strictly educational side of the work and to connect it, under the name of sloyd, with the elementary school curriculum.

In 1875 the well-known training school for teachers in sloyd, at Nääs was established by a local landowner, Herr Abrahamson. The work of this training school, which for years has been under the direction of Herr Otto Salomon, has been one of the most important agencies in disseminating throughout northern Europe a knowledge of the theory and practice of wood work as a branch of the work of the primary schools. It is stated that twenty-four hundred teachers of sloyd (including six hundred foreigners) had been trained in this school down to 1896.

In 1896 instruction in sloyd wood work was given in two thousand schools in Sweden and in all the seven training colleges of that country.

The Sloyd Training School of Boston, conducted by Gustaf Larsson, is situated at 39 North Bennett street. This school does not offer a summer course for the reason that its directors do not believe in the limited training of one who intends to be a teacher in this department. Mr. Larsson claims that a teacher should take at least eight months' sloyd training in order to be competent to carry on the work satisfactorily. However, he heartily recommends the summer course offered at Nääs.

The Jewish Blind School in Vienna pays much attention to industrial occupations, both on account of the health and usefulness of its inmates. Modeling in clay is a strong feature; also the ornamental iron work in which the narrow strips of thin sheet iron are used for shaping flowers and decorative designs.

JUVENILE DELINQUENCY AND DEPENDENCY.

THE February issue of the *Commons* is devoted to results of an inquiry into Juvenile Delinquency and Dependency in Chicago, and the Juvenile Court Law, which handles cases coming under the above heads. Miss Edith Clarke, a resident of the Chicago Commons, gives an excellent report made after several months' careful and thoughtful investigation of the subject. Richard S. Tuthill, Judge of the Court, tells how the law is working, and two of the Probation Officers, T. D. Hurley and Martha O. Falconer, also write on different aspects of the same subject.

When the Illinois Congress of Mothers met for the first time last spring, it gave one full evening to addresses upon this law, its importance and efficiency. There are surely few signs more hopeful for the future of the coming generations than are indicated by such widespread interest in all that tends toward the preservation and nurture of that divine spark which is inherent in all children. It is interesting to note that those who have been largely instrumental in introducing this law are staunch upholders of the kindergarten. They recognize the latent divinity that is in the child and that is seldom entirely obliterated even after years spent amid evil influences.

Miss Clarke first gives a brief description of the youthful criminal's chances, or rather lack of chances, before the passage of this bill. Children nine and ten years old were, less than three years ago, tried and convicted as were men of forty. Those whose crime was perhaps a first offense were sent to mingle with hardened criminals of the lowest order, and when the sentence had been served and the small sinner was once more free, there was no one to befriend the child, to "point to other worlds and lead the way." Small wonder that the young lawbreaker continued to find his chief joy in breaking more laws. Are we not all more or less inclined to conform to the conventions of that society in which we chance to move?

The dependent children whose parents are unable or unwilling to properly care for them were at this time not much better off. They, too, were in some cases sent to the Bridewell; in others to the Poor-House. Here they grew up in an unnatural atmosphere of sickness, feebleness and death. It is appalling to think that such conditions

can exist in a community supposedly civilized. Fortunately for the credit of human nature and the welfare of the commonwealth, some friends of childhood finally made their voices heard. Several different agencies were instrumental in creating a public sentiment that demanded different treatment for the child culprit.

In this connection we quote from the *Commons* as follows :

Among those who self-sacrificingly labored to inaugurate the better era now begun, the late Mrs. Alzina P. Stevens (a woman of unflinching fidelity to the working class and of great influence in labor organizations) had so much to do with bettering the conditions of child-life in Chicago, and her recent death was so great a loss that it seems fit to give here a brief account of her remarkable life.

She was born in Parsonville, Me., May 27, 1849. At the age of twelve years she entered upon work in a factory; and when she was eighteen years old she learned the printer's trade in Chicago, where, in 1877, she organized the Working Women's Union, No. 1, and was its first president. Afterwards she moved to Toledo, where she was engaged in editorial work on a Toledo daily. There she helped to organize a branch of Knights of Labor, called the Joan of Arc Assembly of the Knights of Labor. In 1892 she returned to Chicago, and at the World's Fair Labor Congress she was on the Women's Auxiliary Committee.

She was appointed Assistant Factory Inspector in 1893 by Governor Altgeld, and partly through her efforts the law of 1897 extending the child labor provisions was enacted.

She did much toward the establishment of the Juvenile Court Law in 1899 and also of the Parental School Law. The Juvenile Court appointed her its first Probation Officer and her fidelity to that work was admirable. When she died she had about one hundred and fifty boys under her supervision from that Court. Her faithful work is deeply missed. She was a resident of Hull House for a few years before her death.

Very different associations had a hand in the new movement for the children. The Labor Unions stirred up a feeling against child-labor and called the attention of the public to the conditions of children in factories and other business places. The State Conference of Charities, of 1898, devoted its entire time to the subject of juvenile delinquency and dependency. The State Federation of Women's Clubs and many of the local Women's Clubs discussed it. The Chicago Bar Association adopted a unanimous resolution in favor of suitable legislation and appointed a committee to draft a bill.

These efforts were successful in bringing into operation within the last three or four years four laws, the Child Labor, Compulsory Education, Juvenile Court and Parental School Laws.

The Juvenile Court of Chicago was established in July, 1899. Any reputable resident of the County, most often a policeman or school teacher, may file with the Clerk of the Court a petition naming a certain child as delinquent. A summons is then sent to the parents or

guardian requiring their appearance with the child when the Court is next in session. When a case is called the boy or boys concerned go to the Judge's desk, the witnesses standing behind them. The proceedings are quite informal, that a boy may not be frightened into silence or falsehood. The Judge talks with and warns the boy in a kind, fatherly manner, and encourages him to make a start in the right direction. The charges mostly brought against boys are for larceny. If it is the first offense, he is allowed to go home, being put under the supervision of a Probation Officer. If it is the second offense, or if for any reason the Judge thinks it best, the boy is sent to the John Worthly School.

The Probation Officer acts as friend and counsellor to the child. She sees him from time to time, encourages him, assists and advises him in respect to home, school and surroundings. The Court is advised by reports from the Probation Officer of the boy's attendance at school or his conduct in employment, if at work.

In the case of dependent children, petitions are filed and summons served much as in the cases of delinquency. If it is evident that the parents are trying to evade their parental responsibilities, he puts them in charge of a Probation Officer, but does not take the children away. Whenever he is reasonably sure that the little ones are neglected at home or that it would be hurting them (on account of immoral influences) to leave them with the parents any longer, and that there is no suitable relative or friend to take them, they are declared dependent and are given into the hands of one of the societies which care for children. These societies either have the children adopted into family homes or sent to suitable institutions.

The sixteen months' experience of Chicago has proved that the services of a Probation Officer to be valuable must be persistent. Since, however, the law makes no provision for adequate compensation, such help must come from outside sources. There are now over 1,500 children on probation, and since certain authorities consider that a Probation Officer should have no more than forty paroled to her at one time, it is readily seen that there is something to be done in the way of increasing the force. The Mayor has helped in this matter at the request of those interested in the workings of the Court by detailing a number fatherly men from the police force, who, in citizen's clothes, without baton or arms or any other outward sign of authority, act as Probation Officers. They have proved of invaluable assistance in the work. That the new procedure has justified

itself is quite evident when we learn that more than 85 per cent of the children now brought before the Court are practically saved, while under the old regime fully 95 per cent of the boys were lost.

Speaking of the Juvenile Court Law, before the Illinois Congress of Mothers, Judge Tuthill said:

"The essential part of this law is that no child under sixteen years of age shall be charged with crime, or called or treated as a criminal.

This wise and thoughtful Judge fully realizes that the psychological fact that "children are all different, all children vary; they vary as much in their mental and moral characteristics as they do in their physical features; and so each child is a study by himself, and especially these delinquent and bad children. You have got to know about their homes, about their mothers and their fathers and their uncles and their aunts, everything you can find out, in order to act advisedly in each case."

Here is another thought he gave the taxpayer to ponder upon:

"I think if I could have twenty-five successful Probation Officers, we could pretty nearly turn our jail into a warehouse, for from the ranks of such children as are brought into the Juvenile Court as delinquents 'nearly all the criminals come.'"

Again Judge Tuthill says:

"Good habits are of very much slower growth than bad habits; and so when a boy is really delinquent he ought to be sent to a place to be taken care of for two or three years, or perhaps four, until good habits have been formed, until the old habits have been forgotten and thrown aside and looked upon with disgust and loathing, just as they come to look upon their foul clothing with which they come into the school."

The Honorable Harvey B. Hurd expresses his views upon the value of beginning early with right influences, as follows:

"By the proper looking after, instruction, and attention to the family, there will be less necessity of taking these children away from their homes and putting them somewhere else. * * * Here is this underlying principle or thought in the cases of delinquents, which is the fact that they have one hope above all others, and that is in the kindergarten, which lies at the very foundation of this work. * * * In regard to this work of reforming people, I am reminded of what Dr. Oliver Wendell Holmes has said—that a man's birth ought to be ordered two or three hundred years before it took place,

so that a man could be prepared to be born right. You commence with children in the kindergarten and you will not have nearly so many dependent children in the courts nor in the institutions, nor in the penitentiaries, nor in the reformatories, nor in any place that we call a prison. That is the effect of this work; and that is the ultimate final thought of this century on that question. The kindergarten is the place to begin."

In order to successfully cope with a disease, whether of the body personal or the body politic, we must understand the conditions under which that disease has flourished. Miss Clarke assigns several causes leading to the dependency and the delinquency of children. We reprint her statements in full on this subject:

Weakness of the marriage tie is at the bottom of a great many cases of dependency. As long as it is an easy thing for men to marry, become fathers and then get divorced, only to leave their families and do the same thing over again; as long as the sacredness of the family relations is made light of, just so long will there be hundreds of little children, in our large cities, homeless and helpless, who will grow up with no happy remembrance of home and no desire to have the right kind of a home when they become fathers and mothers. With just as great vigor as we use to prevent smallpox, philanthropic efforts ought to be directed toward the prevention of dependency caused by this evil.

The root of the difficulty is in our industrial organization. In the central portions of our large cities, it is almost impossible for parents to have pleasant homes and to bring up their children well. It is necessary for them to live in these places because machinery has diminished the demand for country laborers. They work in the large manufactories; and because of the long hours and lack of money to pay car fare they must live near their place of business. Rent in that part of the city is very high and consequently they must live in a crowded way and without many of the modern conveniences. Their instincts of sociability lead many people to seek work in large cities and there are other motives that lead them there. Where there are six or seven families in one house and no place for the children to play except in the streets and alleys, when the families are poor and both father and mother are away all day working, the conditions are not conducive to a happy and prosperous home.

Probably truancy has as much as anything else to do with landing boys in John Worthy School. Very few of the boys brought into Court had a good school record as to attendance. Eighteen per cent of 180 truants examined in Massachusetts had committed petty crimes. Truancy in 98 per cent of these cases led to vagrancy. Fourteen per cent of the inmates of the reformatories of the North Atlantic States can neither read nor write.

In spite of the Compulsory Education Law in Illinois, out of 1,500,000 children of school age only 1,000,000 of them attend school. A boy who runs away from school invariably falls into bad company and gets into some

trouble. He loses interest in his studies and seldom amounts to anything unless something happens to change his course. Often the causes of truancy are inefficient teachers, bad systems of instruction or some physical defect in the child. The number of delinquent children will diminish in the same ratio as the number of truant cases is lessened.

The John Worthy School above referred to is in the same yard as the Bridewell, but there is now no association between the prisoners and the boys. There is an average of 200 boys there all the time. As far as class work is concerned it is like a regular graded school. School is in session from 9 to 12 and 3 to 3:30. After school there is more or less rough play under insufficient supervision. Some may employ themselves in brushmaking, but there is little occupation planned. In this respect the school is still deficient. In the evening a small library is at the service of the boys until bedtime at 8 o'clock.

The corresponding school for girls appears to be better organized. It is charmingly located and the teachers in charge are competent and refined. Fewer girls are arrested than boys. The chief charge against them is, alas! for immorality.

The valuable report of Miss Clarke is concluded with the following summary:

The greatest results in any reformatory work are of a preventive character. Too much stress cannot be laid upon the encouragement and strengthening of the home life of a dependent or delinquent child, or upon helping the children when they are very young before they are confirmed in dishonesty and sin. While there will always be cases where it will be absolutely necessary to remove children from the care and influence of unworthy people, still it is true that the greatest good can be accomplished through the steady education of the poorer classes about their responsibility to childhood. For this reason, the probation system in Chicago, which I have described, seems to me to be a step in the right direction. If the officers had more leisure they could do a wondrous work in this line.

A RIDDLE.

B. J.

I can sigh and I can murmur,
I can moan and wail and shriek,
I can howl and I can roar and I can bellow;
But is it not absurd,
Tho' I'm such a clever fellow,
I really have not yet learned how to speak,
I really can't articulate one word.

—*The Wind.*

International Kindergarten Union Program.

EIGHTH ANNUAL CONGRESS, TO BE HELD IN CHICAGO,

APRIL 10, 11, 12, 13.

Wednesday evening, April 10, 8 o'clock.

Central Music Hall.

Addresses of Welcome:

Chairman Local Committee, Mr. E. C. Cooley, Superintendent Chicago Public Schools.

Mr. O. T. Bright, Superintendent Schools Cook County.

Response by President of the International Kindergarten Union, Miss C. T. Haven of New York Ethical Culture Schools.

Address—"Some Misconceptions of the Kindergarten," Miss Laura Fisher, Supervisor Boston Public Kindergartens.

Address—"Egoism and Altruism as Organic Aspects of Education," Dr. Arnold Tompkins, Principal Chicago Normal School.

Thursday, April 11, 10 o'clock.

University Hall, Fine Arts Building.

Reports of Delegates.

Reading of Foreign Letters.

Appointment of Committees.

Luncheon.

Thursday, April 11, 3 o'clock.

Round Tables.

Stories: led by Miss Mary McCulloch, St. Louis.

Topics for discussion:

1. By what should a kindergartner be guided in her choice of stories?
2. What are the essential characteristics of a good story for little children?
3. How may the gift of story-telling be cultivated?
4. Story-telling illustrated with a few simple stories.

Programs: led by Miss Geraldine O'Grady, New York.

1. Will you give briefly the characteristic points of the most satisfactory program you have made or used?
2. What elements do you find remaining the same in your programs of successive years? What modified? What added? What eliminated?
3. If you have worked without a program and consider you have been successful, will you describe some of your work, comparing different stages.
4. How do you harmonize the giving of normal and typical experiences with the variations incidental to different environments?

How far do you believe in making either point give way to the other?

Supervision: led by Miss Fanniebelle Curtis, Brooklyn.

Topics:

1. The relation of Supervisor and Training Teacher?
2. The Kindergarten in the Public School.
3. The problems of the supervisor of Kindergartens connected with associations and societies.
4. The Kindergarten Program? Shall the Supervisor plan the general program?

Thursday Evening, 8 o'clock.

Chicago Woman's Club Rooms.

Reception to delegates and friends of the International Kindergarten Union.

Friday, 10 o'clock.

Assembly Hall, Fine Arts Building.

The Committee on Training Classes, Mrs. Alice H. Putnam, Chairman, will hold an Open Conference on the "Simplification of Work in Training School and Kindergarten." Discussion opened by Miss Graeff of Cleveland.

Friday, 2 p. m.

University Hall, Fine Arts Building.

Address—"The Kindergarten and the School," Dr. W. N. Hailmann, Superintendent of Schools, Dayton, Ohio.

Address—"The Science of Education; Its History and Present Outlook," Col. Francis W. Parker, Chicago Institute.

Business meeting at 4 o'clock.

Resolutions and announcements.

Saturday, April 13, 10:30 a. m.

Hull House, 335 S. Halsted St.

Conference—"The Place of the Kindergarten in Settlement Work."

Speakers:

Miss Jane Addams, Hull House.

Miss Mary McDowell, University Settlement.

Prof. Graham Taylor, Chicago Commons.

Closing Business and Announcements.

International Kindergarten Union

Railroad Rates and Hotel and Boarding Accommodations.

TRANSPORTATION.

1. Tickets at full fare for the going journey may be secured within three days (exclusive of Sunday) prior to and during the first three days of the meeting. The advertised dates of the meeting are from **April 10 to 13**, consequently you can obtain your tickets not earlier than **April 6**, nor later than **April 12**. Be sure that when purchasing your going ticket you request a certificate. **Do not make the mistake of asking for a receipt.**
2. Present yourself at the railroad station for ticket and certificate at least 30 minutes before departure of train.
3. **Certificates are not kept at all stations.** If you inquire at your station you will find out whether certificates and through tickets can be obtained to place of meeting. If not, agent will inform you at what station they can be obtained. You can purchase a local ticket thence, and there take up a certificate and through ticket.
4. On your arrival at the meeting, present your certificate to Miss Bertha Payne.
5. It has been arranged that the special agent of the Railway Associations will be in attendance to validate certificates on **April 12**. You are advised of this, because if you arrive at the meeting and leave for home again prior to the special agent's arrival, you cannot have the benefit of the reduction on the home journey. Similarly, if you arrive at the meeting later than April 12, after the special agent has left, you cannot have your certificate validated or the reduction returning.
6. If the necessary minimum (100) is in attendance, and your certificate is duly validated, you will be entitled up to **April 17** to a continuous passage ticket to your destination by the route over which you make the going journey, at one-third the limited fare.

For further information, address Chairman Transportation Committee, **Room 640, Fine Arts Building, Chicago.**

HOTEL AND BOARDING ACCOMMODATIONS.

Delegates and visitors may apply to Mr. C. H. Rhoades, care Times-Herald, Chicago, Ill., who will furnish all information in regard to rooms and board. Every application should state whether a single or a double room is required, the length of time the room will be needed, the price you wish to pay, and whether meals are desired at the same place.

European Plan.	4 in room, 50c each.	1 in room \$1.50 per day.
	2 in room, \$1.00 each.	Better accommodations if desired.
American Plan.	\$2.50 per day and up.	

LOCAL EXECUTIVE COMMITTEE.

Mrs. ALICE H. PUTNAM, *Chairman.*

Mrs. J. N. CROUSE,
Miss MARY L. SHELTON,
Miss ALICE TEMPLE,
Miss ANNE E. ALLEN,
Mrs. MARY BLODGETT,
Miss BERTHA PAYNE,

Mrs. MARY BOOMER PAGE,
Miss ELIZABETH HARRISON,
Miss AMALIE HOFER,
Mrs. BERTHA HOFER HEGNER,
Miss LIZZIE WHITCOMBE,
Mrs. ELSA H. SCHREIBER.

Miss MARY JEAN MILLER,
Chairman Hotel and Boarding Accom. Com.

Mr. C. H. RHOADS,
Sec. Times-Herald Bureau of Information.

Miss EVA B. WHITMORE,
Sec. and Chairman Transportation Com.

Miss GRACE FAIRBANK, *Treasurer.*

There will be an exhibit of children's work, representing all the training schools of the city, arranged for visitors. Space for this exhibit has been secured in the class-rooms of the Chicago Kindergarten College, 10 Van Buren street, a few doors from the Fine Arts Building. The Free Kindergartens, also the majority of those not under the public school system, will be closed on Thursday and Friday during the Congress.

The Meeting of the Ways

Home, Primary, and Kindergarten

In this department will be given articles bearing upon the concrete questions constantly arising in everyday practice work. It will also form a "point of contact" between home, kindergarten, and the upper grades. The editor will be pleased to receive and consider any questions or suggestions relating to the problems that daily confront the thinking parent and teacher.

FROM various sources we bring together this month suggestions and criticisms that it is hoped may help the teacher to find her bearings in her daily work.

PROGRAM SUGGESTIONS.

Showery April brings its own seasonable program matter, i. e., water, and the many ways in which it is of importance to all life. This year Easter, too, comes in April, with its life-giving thought.

We readily trace the shower back to the wind-blown clouds and thru observation aided by memory and imagination we can follow its after course. In country, park, or garden we see it disappear into the soil or after watching it dance on pond or river we can fancy it hastening down to the sea or, conducted thru pipes, eventually reaching the city people. The faucet is here a little water gate. In the city note its rapid disappearance from the sidewalk, or watch it rushing down the gutter into the drain. The trip of the "Little Tin Soldier" will be interesting here.

Among the various uses of water we can consider its importance as drink for man, animal, plant; its use in cleaning our bodies, clothes, dishes, etc. Note how the rain serves to clean air and sidewalks. Which is best for cleaning, hot or cold water? This leads to its use in cooking. Its value as a means of transportation, as a river or canal, and its use as water-power are to be considered. Dwell also upon the beauty and power of water and the pleasure it affords for swimming and skating. Discuss its various changes of form, as snow, ice, steam. If the kindergartner think best, a little water can be boiled away in a kettle and the resemblance of the steam to clouds noted. The counter experiment of condensing steam upon a slate or glass has been tried to illustrate the condensation of clouds. We fail to see the need or advisability of either experiment. In the first place, it is a question as to how much the child mind really grasps in such an experiment. The ideas he receives must be very vague and imperfect, since children of much larger growth find this subject difficult of comprehension. Secondly, there is enough of the

interesting and helpful within the understanding of the little child without trenching upon ground properly belonging to the primary or higher grades. Let us here heed Dr. Dewey's warning, which in part applies here:

"Having covered pretty much the whole universe in a purely make-believe fashion, he becomes blasé, loses his natural hunger for the simple things of direct experience, and approaches the material of the first grades of the primary school with a feeling that he has had all that already. The later years of a child's life have their own rights, and a superficial, merely emotional anticipation is likely to do the child serious injury."

Let us wait until the child is able to conduct his own experiments before we try to force upon him an explanation of the processes by which water, steam, ice and snow change form. The story of the travels of the water-drop can be told in song or story without stopping to explain just how all these mysterious changes take place. Leave the child with some of his curiosity and wonder still unsatisfied.

Stories—"Water Babies," by Charles Kingsley, as abridged by Miss Wiltse in "Kindergarten Stories and Morning Talks." "A Legend of the Great Dipper" in same. "To Whom Shall We Give Thanks" (in the *Child's World*, by Emilie Poulsson). "The Little Hero of Haarlem" in same. "Little Tin Soldier," by Andersen. "Cup of Loving Service," by Eliza Taylor. Story of Sir Walter Raleigh and cup of water. "Crow and Pitcher" (Æsop), "Thirsty Pigeon" (Æsop), "The Two Buckets" and "The Boy and the Brook" (By Mrs. Lane in "Stories for Children," American Book Co.). St. Christopher ("Child Stories from the Masters") for the Easter thought tell "Lesson of Faith" (Parables from Nature) Talk of Mother Nature's house cleaning, and how the showers make ready the house of nature for the flower decorations that are to follow.

Songs—"Give," said the Little Stream." (Hubbard). "I Saw a Ship a-Sailing" (Reineke). "The Boat-Ride," "The Rain Coach," "The Pail," "Washing Day," "Patter Patter" (Eleanor Smith), "To the Great Brown House," "See Millions of Bright Raindrops," "Seven Little Fairies," "The Mill" (Jenks and Walker), "The Teakettle" (Gaynor; also Neidlinger), "To the Sleeping Seeds," "How are the Children Awakened," "Rain-Clouds," "Rub Scrub," "Pit, Pat," "Crawling, spinning" (Hill), "April Rain," "Merry Bells of Easter Ring" (Knowlton). The latter expresses in an exceptionally graphic way the exulting thrill of the new life of spring. Let teacher sing the story of the water-drop in the new Neidlinger book, "Earth, sky and Air in Song."

Games—Dramatize many of the songs and stories given above. Draw outline of row-boat on floor with chalk and let children go rowing.

Occupations—Soap bubbles. Note especially just now, cleanli-

ness of hands and nails. Wash tables and chairs. Wash little cloths with which furniture is cleaned. A set of small tubs and wash-boards is a great addition to any kindergarten. Model clay cup, as described in story. Model watering-trough, flower-pot, eggs and nest, cocoon, also pussy-willow on plaque. Make duck and little chicken and birds. Draw with brush pencil or chalk sequence in life of butterfly. Recall caterpillar as seen in fall. Illustrate "Little Tin Soldier." Make pail of cardboard, also trough which can be used for pin-tray. A sprinkling cart can be made with button-mold wheels and cylinder of cardboard for tank. Fold boats, wash-bench, cup and saucer, etc. Make boat of wood. If possible make tiny raft of twigs. Talk of method of transplanting rafts by means of streams. Make Easter baskets of raffia, reeds, etc., in which tiny candy eggs can be placed. In sand, make miniature well of cup of water and improvise old well sweep. Outline border of bluebirds in flight that children can cut out and arrange. Let each child grow canary and flaxseed, peas and beans in netting placed over glass of water. Plant seeds in sponge. Also let each child have its own little pot in which to grow a seedling.

Gifts—An interesting mill sequence can be followed with the fourth and sixth gifts. Boats and wells and other interesting life forms suggest themselves as soon as some of the other gifts are seen. Let children illustrate direction of falling drops in a recent rain-storm, with short sticks. Compare with direction of sides of flower-box and of plant with its stems.

AESTHETICS FOR THE CHILDREN.

At its March meeting the Chicago Kindergarten Club discussed "Aesthetics; Decoration; Dancing; Music and Song." Miss Anne E. Allen was the group leader, and as the papers were based entirely upon individual experience, the meeting proved to be most interesting and vital. Miss Helen Taylor described the ideal nursery. Among other essentials are window-seats that the children may observe the life of the street, cupboard with low shelves, porch (with glass walls in winter), walls pleasingly tinted, a width of burlap around wall, to serve as background for pictures; low table, chair, book-case, tools, gymnastic apparatus, open fire. Miss Payne suggested strong furniture and rocking chairs that can be transformed at will into horses or slides; also a little cooking stove. She described an adjustable frame for the pictures that are to be used temporarily, and yet need the protection of glass. Mats of various tints and sizes can be used behind the same piece of glass. Some children she knew, with the parents' help, had spent many an evening designing a frieze for the playroom. The figures were cut in stencils by older children and drawn in by younger. This gave an impetus toward the decorative side of design. In speaking of dramatization Miss Topping stated that the mistake was often made of expecting the child to express himself before he had had sufficient

experience. Mrs. Gudrun Thomsen, in her own inimitable way, illustrated the wrong and right method of story-telling, and Mrs. Crosby Adams gave valuable hints on music for children. She thought that in music as in the nursery a dash of transitory color was needed. We judged children's needs too much from the adult standpoint. The crude, vivid colors displayed in shop windows showed that some people had to make up late in life the unsatisfied demands of childhood, which precede the soft shade stage of development.

So in music, the simple, clear melodies with few harmonies should precede the more adult music. We should give the children the truth from the standpoint of good tuning. Mrs. Adams illustrated with the xylophone how the simple, but fascinating bugle calls can be brought into the kindergarten.

AWAKENING PROCESSES IN THE INDIAN KINDERGARTEN.

Miss Blanche Finley, of Hampton, Va., gave the address on kindergarten work before the Département of Indian Education, Charleston, S. C. Her suggestive words are valuable for all teachers. The address is published in the annual report from which we take the following paragraphs:

The kindergarten might correctly be called an awakening school, for much that is gained from the home life by the child of the developed races is missed by a great majority of the Indian children.

Often our children of 5 and 6 are unable to enunciate clearly enough to be understood, frequently unable to speak a word of English. They possess little, if any, of the creative spirit. We find it wise, therefore, to take in younger children than is necessary, as a rule, in other races.

The first year we give, as nearly as possible, what the child would get in a well-ordered home. The year's work centers around our large family of dolls, who must be frequently washed and dressed, and whose house and beds demand regular care.

On Monday the miniature washtubs and boards are brought into play. The dolls' clothes and bedding and a discreet number of lunch napkins are rubbed and rinsed and hung on lines across the window.

The next morning they are sprinkled, ironed, and folded away in the trunk made for them by the older children. The aim is not infant prodigies in the art of laundry work, but the cultivation of a work spirit in the most unrestrained, happy way.

No attempt is made to teach color, form, and number with the first three or four kindergarten gifts that are used. The bright balls are used as balls to be freely rolled and tossed and swung; all that is learned of form and color is by observation. The blocks of the third and fourth gifts, both enlarged and of regular size, are used for free and suggested building, mostly suggestive at first; for instance, nailing with the lightest hammers pieces of soft wood into simple furniture, as an oblong piece of wood to a cube, making a chair. These take the place of the more formal occupations of card

sewing, weaving, paper folding, and parquetry, and, particularly, in the furniture, supply much-needed toys.

The sand table, with its tools and dishes, has a place in each day's program.

Teaching of songs is not paramount; those of few and simple words are occasionally taught. Stories and pictures are used most freely. The sense games and finger plays and rhythmic games of skipping, hopping, running, etc., to piano music have been found of special value in the development of the child in question.

By the second year in kindergarten the child is ready for little housekeeping duties, which take the place somewhat, tho not entirely, of the doll work. Each little one has a chair to dust, or plants to water, or a room in the doll house to care for, or similar work. The duties are assigned for two weeks, perhaps, and then changes are made.

These children make doll sheets and blankets, cotton scrapbooks, assorted forms, sizes, and colors. A great deal of nailing and gardening are among the occupations given.

Creative and skill games are added to the sense and rhythmic games.

Now the older or third-year children are well prepared to do more progressive sewing, basket weaving, braided lamp mats, to nail prepared pieces of wood into more elaborate doll furniture, seed boxes, bird houses, and little wagons.

Nor has the domestic work lost its value and interest for these children. Wash day is greeted with the enthusiasm of the first year, and much pride is taken in doing alone the "hard" housekeeping duties.

The gardening has become quite scientific; now we can water with a rake and have raised and sold vegetables enough to buy tools. Thus the child gets a fair start in accuracy, responsibility, ambition and ideas; and the primary comes fresh and full of interest to meet the demands of growth.

Our child knows nothing of the geometrical side of the gifts; he has not known the tablets, sticks and rings, but he has watched the work of the sun, wind, and rain in his garden. He knows where the grasshopper and cricket live, he has seen the birds build and brood in the bird house of his own making, and he listens eagerly for the morning song, "Sweetys' here, sweetys' here." He has, in short, some of the knowledge of "The Barefoot Boy," and he goes at work with a will and independence.

It is the fair, true start that gives the child of any race the surest chance of reaching the goal. This goal being self-support and independence.

DOES THE IMAGINATION NEED STIMULATION.

In *Trained Motherhood* for January appeared the following para-

graph which suggests several questions: "Encourage the children to tell stories and so stimulate their imagination."

Does the average child need to have his imagination stimulated and if so, is story-telling to be urged as the most desirable means to the given end? That the imagination should be directed, and cultivated no one would gainsay, but according to our experience the American child is more likely to have an over-active rather than a deficient power of creative fancy. The continual excitements of city life and the rehearsal at the breakfast table of the news conveyed by that messenger of light and darkness, the daily paper, are only too likely to afford the imagination more than enough of stimulation. Taken in conjunction with equally highly-seasoned physical diet who is surprised at the consequent "seeing" things at night?

Story-telling, however, has its place as an educational instrument. If we are dealing with practical-minded or very impassive children undoubtedly tales from real life or fairy-land well-told by the *teacher* will arouse the child's sympathies and widen his horizon. Story-telling on the part of the *child* is also valuable as one means of self-expression. Insofar as it is a rehearsal of childish interests or of stories which have been told the child it serves to make vague images clear and defined and gives him command of his small vocabulary which it also serves to enlarge.

Again, Dr. Dewey says "the image is the great instrument of instruction. What the child gets out of any subject presented to him is simply the images which he himself forms with regard to it."

If this be so it behooves us to know what those images are and to see that those desired become true and definite. Since story-telling enables the parent or teacher to know to some extent the thoughts and fancies which crowd the impressionable, growing mind, she learns to discern in what direction the imagination needs guidance, development, or restriction.

But a great danger attends the frequent telling by the child of original, fanciful tales. Growing accustomed to deliberately merging fact and fancy in a little story, the imaginative child loses his appreciation of the distinction between truth and falsehood. Story-telling can all too easily shade off into lie-telling, the child originally having no intent to deceive.

It is sometimes good to be reminded that the imagination may be exercised in many ways; by manual training, by play with toys, and even in imitating in childhood's happy way, the real doings of grown-up people.

ARE YOU AT FAULT.

A charge occasionally brought against the kindergarten is, that it makes the child when at home dependent upon other people for pastime and occupation. Mothers complain that Nellie or Robert are continually crying, "Mamma, what can I do now," "I wish there was something to do, mamma." The claim is, that the child grows

so accustomed to the companionship of a directing teacher that he is helpless to entertain himself when alone. This is a serious charge and it will harm neither teacher nor child if the former submits herself to a little self-examination as to her real aims, methods and results. Colonel Parker has frequently suggested that the parents are the proper examining board and that their verdict as to a child's independence, efficiency, obedience, helpfulness, cheerfulness, etc., is the real test of the teacher's ability.

Now if the kindergarten stands for one thing more than another it surely is the exercising and the cultivation of the child's self-activity. The kindergarten child should be more rather than less independent than his unprivileged little brother. The teacher's guidance and direction should be such as will enable him more and more to discover the latent possibilities contained in the objects which constitute his environment. Herein lies one great value of work with outside materials. The little one learns to study and utilize the customary things which are all about him. Spools, buttons, thread, paper, nails, bits of wood are common to all homes. It is an excellent plan for the teacher to sometimes ask the children to make something at home or bring from home simple materials for constructive purposes. Other kindergartners sometimes place upon the table a number of suggestive things, pieces of wood, paper, nails, cloth, and ask the child if he can make anything of some of the things presented. Such a course will tend to counteract a possible tendency to rely too much on the teacher's help or suggestions.

Every child needs at times the aid, suggestions and the sympathetic companionship of older people, but the kindergarten child should be characterized by a continually growing power to entertain and occupy himself, when need be, happily, and in ways worth while.

"Such a lovely egg I've laid," is the dramatic line in a new song for children, just out in London. It has elocutionary possibilities, has it not?

AT EASE.

"I tried to live in town, but oh!
De town was swif' an' I was slow,
So back I came to de cotton rows
An' one ole mule I'm sure I knows.

He don't expect no more of me,
Thank God, den I expects of he;
An' I don't 'spect no more of he
Den likewise he expects of me.

So I don't feel ashamed no mo'
Of bein' black an' mean an' slow,
Because you see did ole mule Jeff
Knows 'zactly how it is hissef'!"

From "Songs of the Old South,"—Howard Weeden.

ONE BOOK AND SOME OTHERS.

"New Methods in Education," by J. Liberty Tadd. Published by the Orange Judd Co.

The book before us is a new and somewhat condensed edition of the *Edition de Luxe*, which appeared two years ago. The smaller size and more moderate price brings it within reach of many who will profit thru its original, enlightening and practical suggestions. The manual training scheme here explained has been in operation in Philadelphia for more than twenty years, and is the result of much original investigation, thought and study on the part of its author. One of the first articles of faith to be noted is the importance attributed to ambidexterity. Psychologists, physiologists and thoughtful teachers will accord with him here. If, by restricting ourselves to the use of one hand only, we are thereby losing the full value of a part of the brain, it would seem that the sooner we bring the neglected areas under cultivation, the wiser husbandmen we will prove ourselves. The plan calls for much blackboard work, done in a large way, entirely freehand, with free-eye measurements. Beginning with the circle children soon learn to make all kinds of pleasing scrolls and spirals, drawing simultaneously with the two hands. The constant demand is that the drawing shall be done till the action becomes automatic, that certain motor brain centers may be co-ordinated. There is certainly a real and ready command of hand and eye involved, in covering without erasure a large blackboard area with a design that is well proportioned and well spaced. If, however, the work consisted entirely of this sort of operation its limits would soon be reached, but from the beginning the children model in clay, carve in wood and are early required to draw and model from nature, birds, fish, shells, dogs, etc. They are sent direct to nature for their color, as seen in the butterfly, bird or shell.



MODELING THE SNAKE.

There is also much drawing from memory, a feature of art education that has been too much neglected in the past. Not only the actual object, but

all kinds of reproductions of the same, in pictures, casts, etc., are called upon to help fix the usual image. The statement that "the hand should be made spontaneously obedient to the mind; it should start forward instantly to obey the mind by the appropriate movement, as the tongue usually obeys indicates one of the ends which Mr. Tadd aims to achieve thru his system of manual training.

We do not entirely agree with Mr. Tadd's objection to the use of colored papers, however. Within limits we believe even the crude standard colors, as seen in the papers, may serve an educational purpose with little children. Their very crudeness satisfies a need in the nature of the very young. This stage, however, is soon outgrown. While Mr. Tadd's system is undoubtedly more fundamental and inclusive than the conventional systems of manual training, we believe that sloyd, metal work, dressmaking, etc., should also have a place in the curriculum. Their *educational* possibilities may be less broad and sooner exhausted, but they meanwhile supply an element that his method does not include. The powers developed under Mr. Tadd's plan will give a good foundation for a later study and practice of the Fine Arts, but no opportunity seems to be afforded for the imaginative and illustrative side of art expression.

Does the ability to draw a chicken from memory, or to invent a pleasing surface design necessarily bring with it the power to create and combine and interpret *life* in art, unless this side be also continually exercised? Invention here appears to be restricted to the decorative. The system seems to lead into the decorative field alone. All highest art is, of course, in the broad



MODELING VARIOUS NATURAL OBJECTS.

sense decorative. The great masterpieces of art have been planned with reference to filling appropriately a given place and object. But each tells a living thought of the mind that originated it. In the scheme we are reviewing there seems no place given to the ideally creative. Mr. Tadd's methods have received gratifying attention from competent judges at home and abroad. This book has already been translated into German, French, Swedish, Russian. It is illustrated upon nearly every page so that the teacher is given a clear

idea of the writer's meaning and of the kind of work done. The results as shown in the children's work is a revelation of what can be accomplished by right methods. The book is an inspiration and one leaves it with the wish that he could begin life all over again under this plan, for Mr. Tadd has certainly evolved a system that will do much to put one in command of one's self.

"Squirrels and other Fur-Bearers," by John Burroughs. Houghton, Mifflin Co.

The reading of the above book arouses anew the desire to "shoulder your duds" and betake oneself to the woods and open fields. We would fain study for ourselves the ways of the wild furred folk and see with our own eyes the tiny tracks imprinted in the snow. The easy desultory style of this particular book is full of the swing and freedom of the outdoor life it describes. We are given a glimpse of the many fears that assail, the dangers that beset the little creatures of the wood. The individual traits that distinguish different species are well illustrated. It is a book to stimulate the child's interest in his wild neighbors; to lead to a study of their haunts and habits and so to offset the too common instinct to kill. Illustrated by fifteen colored plates after Audubon, and a frontispiece from life. Price \$1.00.

"Johnson's Physical Culture," by B. F. Johnson. Published by the B. F. Johnson Publishing Co., Richmond, Va. 25 cts.

In this readable little book much practical hygienic information is given in a happy fashion, interspersed with clear, concise directions for exercising each part of the body in a definite way. It is addressed to teachers, children and to the mothers. There is a chapter on the model schoolhouse and grounds, chapters on breathing, the use of the hands, fingers, limbs, talks on how to be straight on food, drink, cleanliness, care of the hair, eyes, teeth, feet, etc. The book is copiously illustrated and is attractive as to paper, type and arrangement. It will be an excellent book for both the home and school library. The exercise should, of course, be given with judgment since it by no means follows that what is good for one child is good for another and the muscles of the young can be easily overstrained. Occasional measurement of chest or muscle will increase a child's interest in such exercises, and if a wise mother would take such exercises with her children daily both the present and future generations would be benefited.

The American Rotary Chart ingeniously gives scope within a very small space, for many alphabetical and arithmetical combinations. Two or more children playing together will enjoy it as a game and will be learning something at the same time, either in spelling or numbers. One in a schoolroom will afford an interesting kind of busy work. The two colors used do not form a specially pleasing combination. The movement of the circles and the mysterious appearance of the desired letter or figure in the proper place undoubtedly will prove to be the special charms of this new device. Price \$1.00.

"Brushwork for Kindergarten and Primary Schools," by Ella Goodwin Lunt. Published by D. C. Heath & Co.

In a neat little case we find eighteen cards showing different arrangements

of the simple units obtained in lightly pressing a brush upon the paper. The name given in England to such a brush mark is a "blob." In the same case is a small explanatory pamphlet. These exercises seem very well adapted to little children since they call for larger, freer movements than does the pencil and also permit the use of color more or less in the mass. They give scope for some degree of originality and can be so used as to quicken the child's sense of form, especially of nature forms. The possibilities of the system are, however, soon exhausted. In conjunction with other art beginnings it will undoubtedly prove useful and interesting, especially at that period when the child evinces a desire to draw conventional signs.

"The Story of Paper Making" is an interesting little book published by the Butler Paper Company. It describes the various materials and methods employed by man to record in permanent form his historical achievements and to preserve his discoveries in the domain of thought. The ancient records on clay, stone, papyrus and parchment are described and an interesting sketch of the history of modern paper making is given. The last chapters give in detail an account of the various modern processes by which rags of all sorts and conditions are transformed in a short time into the dainty sheets whereon my lady writes her billet doux or the fine pages which contain the latest poetry of the modern seer.

A TOAST.

"Whenever you want a drink dat shall mean
De best in de way of water,
Jes' manage to take it out of a gode
An' den hit will taste like hit oughter.

No matter de place, hit will put you at home
As if you an' godes was kin,
An' you know you can't feel as friendly as dat
Wid a citified dipper of tin!

You can drink to de fields, you can drink to de crops,
You can drink to your work an' your load—
You can drink to everything simple an' true
When you drink from a country gode!"

From "Songs of the Old South."—Howard Weeden.

NOTES FROM THE EDUCATIONAL FIELD.

REPORTS OF THE N. E. A. SUPERINTENDENTS' MEETINGS, ILLINOIS MOTHERS' CONGRESS, NEW YORK KINDERGARTEN ASSOCIATION.

CURRENT ITEMS.

THE MIGHTY SUPERINTENDENTS of the public schools of U. S. A. held their annual convention in Chicago during February 26, 27, 28. The usual number of fine-browed men mingled with those lesser "Olympiads," a few women coloring the audience room with their bonnets. The discussions were equally vigorous on both sides of many questions, and revealed depths of eloquence as well as earnestness in unexpected quarters.

"The "smart" or "bright" child was considered by many (if we may judge by the applause rendered to Superintendent Balliot) as the unit of measurement in making school programmes. Talent was called "the most precious thing in all the world." The ideal teacher was described as the one who spins an invisible line from her heart to every child in her charge. Mr. R. Charles Bates chrystalized his arguments for manual training into this statement: "Defect in character means defect in self-control." Many speakers used the phrase "judging from my experience," and it was interesting to note the arm gestures which accompanied the phrase. A certain high Herbartian made a sweeping motion, as if to include the wide world. One of the white-haired optimists fairly negated any right to refer to his "experience" by putting it under and away from him with a get-thee-behind-me gesture. Dr. Stanley Hall was called to the platform repeatedly, tho not on the regular program. One of the best things he said was with reference to the freedom of the individual teacher: "Woman does not do her best work when she is running man-made school machinery, for this kills the fatherhood and motherhood of any teacher." One brave man referred to "Herbartianism *and all those things*" quite as a Chicago board of education man might to "fads" in general.

Superintendent John Kennedy, of Batavia, N. Y., pictured a charming condition of affairs resulting from the individual second teacher plan tested to his own heart's satisfaction. He used warm-hearted vocabulary thruout his paper and gave every evidence of taking his subject as dealing with women and children rather than courses of instruction or text book contents. I dare say some in that profound audience mentally accused him of sentiments. Can it be that the mechanism of the school has reached its maximum perfection—a la Drummond—and that now the spirit of the school will come to pass?

A battle between the Humanists and the Intellectualists took place at the regular meeting of the Herbart Society during the superintendents' meeting. Colonel Francis W. Parker presented the thesis on the "Concentration and Correlation of Studies at the Chicago Institute," and this was the basis of the spirited discussion of the society. Questions and opinions were abundant, all of which Colonel Parker met with persistent good nature, but equally persistent reiteration that the child is the center of the universe. Many fine and

earnest arguments were presented in defense of the machinery of the school, including detailed courses of study and fixed outlines of work for teachers. But the grand old man of Quincy-Cook-County-Chicago-Institute-metal kept the wise men to the point, asking repeatedly, "Is this true or is it not?" When Stanley Hall arrived on the scene he was asked forward, and without knowing the discussion said: "Colonel Parker has the soundest and largest heart in education to-day." But I leave it to all who witnessed that battle whether the claims the Colonel made for democracy, for the spiritual welfare of the child and for the kingdom of Heaven on earth do not belong to the head as well as the heart. Some of the fine statements made by various speakers we quote, as follows, for the truth that is in them:

Life in school is the forerunner of life in the city.

Can teachers who are bound by things as they are work out the problems of a free government that is to be?

A slow mind is a chilled mind.

Happy children have a capacity for thinking.

Teachers wear out only when they are doing inferior work.

Everything that does not fit the nature and needs of the child must give way absolutely.

THE ENGLEWOOD WOMAN'S CLUB, of Chicago, on February 28, entertained the officers and board of the Illinois Congress of Mothers. Thru similar conferences it is hoped to induce co-operation between mothers and teachers for the child's welfare. Mrs. Cora Brown, editor of "Home and Education," explained the method of organization, and Mrs. Heffron told of the work already accomplished. All over the state organizations of teachers and parents are being formed. Miss Mary L. Butler is chairman of the program committee. Miss Francis E. Newton spoke of the help of mothers' clubs in the establishment of kindergartens. Dr. Stanley Hall then addressed the meeting upon the subject of what constitutes an ideal education.

Dr. Nicholas Murray Butler gave some inspiring thoughts in his address. He stated that a school system reflects that which the unconscious life of its people believes most worth reflecting. As national ideals altered the school altered. We are just growing out of the period when the educational ideal was scholastic information. This ideal was an outgrowth of the intense interest created by the revival of learning, but the demand now is not so much for pedantic knowledge. The field of knowledge is so extensive that omniscience is impossible. The demand now is for right feeling and right action; side by side with the informational ideal an acute, active, effective will. According to Dr. Butler there are five characteristics of the ideally educated person: 1. Correctness and precision in the use of the mother tongue. The world would be dead and inexplicable if not expressed in terms of speech. Command of language means power to observe, distinguish, record, express. The English language is unequalled for its vitality, flexibility and power to picture life and thought. Its composite character, made up as it is of Saxon, Celtic and Latin forms, gives it vast extent and choice of words. 2. Refined and gentle manners, which represent established habits of life and thought. The Latin word for manners means also morals. The unerring test of good manners is one's treatment of those inferior. Manners are based on self-respect

which implies respect for others, deference to old and young, and sympathetic insight. 3. Power and habit of reflection. An unexamined life is not worth living. The educated man has principles by which he tests new ideas, temptations, proposals. To live a life of principle means power to reflect, ask questions, compare; it means the possession of great, still, silent depths. 4. Power of growth. One purpose of education is to form habits that will last; to arouse interests that will remain active thru life, molding, thinking, revising, developing. Hopeful and confident of the onward movement of the universe, and ambitious to take part in it. Incapacity to grow after being educated is the besetting sin of us all. 5. Efficiency, power to do. According to both philosophy and psychology the essence of life is action. Every impression is intended to come out. Are we to be like a sponge that just absorbs, or like an engine under the impulse of a power developed in it? Are we to have an educated man who has nothing to contribute, who carps and criticizes, or one who goes into the seething mass and impresses himself upon it? Dr. Butler concluded with the statement that there was a scientific justification for the new methods in the schools. Children are taught to do and express thru tools, painting, singing. Nature is not a fad, nor is nature-study. Worth, not tradition, should govern the choice of subjects. School, home, society must co-operate. Whatever contributes to the establishment of right habits of thought and act is educational, whether it come thru the study of Greek, of physics or of manual training.

The Cook County Normal School fought its early battles in Englewood. Colonel Parker, in an affecting conversational talk, thanked the parents present for their support and encouragement during those hard days of doubt and misunderstanding on the part of public opinion. "When you mothers begin to think of the interests of your children," he said, "the world will move as never before."

THE NEW YORK KINDERGARTEN ASSOCIATION was organized in 1889, and has issued ten printed reports. In the latest report the president, Mr. Hamilton Mabie, states himself as follows:

"The history of the organization and work of the New York Kindergarten Association is clearly outlined in the reports of the secretary and of the superintendent. It is a record of quiet but unbroken progress along two lines; first, the introduction of the kindergarten into the public school system of the city of New York, and second, the establishment of a group of kindergartens in the most crowded sections of the city. At the end of ten years the association is maintaining nineteen schools, in which it is endeavoring not only to meet the educational needs of children and indirectly of families, but also to illustrate true methods of kindergarten teaching. From the beginning its aim, its spirit and its method have been distinctly educational. Its work is based on a recognition of the educational needs of the children of the city and of their mothers. The privileges it offers are educational in form; whatever it gives can only be received by the active co-operation of its beneficiaries. It gives nothing outright. It plants itself, therefore, on what has come to be recognized as the fundamental principle in all bestowal of opportunity.

"The association has been fortunate in including among its supporters a large number of influential women, who have not only brought devotion and

energy to their work, but have also brought knowledge of kindergarten principles and high ideals of kindergarten training. This combination of zeal and trained intelligence has been a very important element in the growth and success of the association; it has always had at its call what may be called expert intelligence; zeal according to knowledge. Many of those who associated themselves with its work at the beginning are still actively co-operating with it. Although Mr. Gilder has ceased to be president, he has not ceased to express in many ways that conviction of the importance of the work of the association which early crystallized into two or three sentences which have served as watchwords. Mrs. Grover Cleveland's removal from New York interrupted her active work for the association, but has not diminished her interest in its success. Whenever the early work of the association is reviewed the contagious interest and conscientious devotion of Miss Angeline Brooks stand out prominently. The death of Mrs. George Haven Putnam deprived the association of the services of a large-hearted and capable woman, whose attractive personality has not been forgotten by her associates.

"The work of the association has been exactly coincident with the last decade of the nineteenth century. To it, as to all other organizations of similar aim and spirit, the twentieth century brings the inspiration of a larger opportunity. What has been done is not a matter of pride, but an incentive to still larger and more effective diffusion of the methods and the spirit of the kindergarten. The chief value of the past for the association is its demonstration of the substantial character of its work. The continuity of the interest of its members and the revelation of its opportunity. What has been done must be regarded as a prelude to that which can be done, and what can be done ought to be done. In the great city of New York the kindergarten is not only the teacher of children who would otherwise be neglected, but it is the trainer of future citizens, the inspirer of future homes; it is a prime and growing necessity of the life of the metropolis."

THE CHICAGO PUBLIC SCHOOL KINDERGARTEN ASSOCIATION grew out of a mass meeting called on January 14, 1898, for the purpose of securing an advance in the salaries of all kindergartners. They succeeded in establishing a schedule after four months of hardwork, and as a result out of this grew a permanent organization. For the first two years only quarterly meetings were held. During that time it was necessary to consider very largely such questions as salaries and length of term of kindergarten, as the board of education was continually endeavoring to economize by closing the kindergartens in various schools, which was very detrimental to the teachers as well as the work. In January, 1901, the constitution was revised and the association now holds monthly meetings and is considering almost entirely educational problems, as other questions seem to be resting for a time. The object of this association is to consider all matters relative to public school interests in connection with the kindergarten. All public school kindergarten teachers are eligible to membership. The officers for 1901 are: Mrs. Mary M. Blodgett, president; Miss Lillian Archibald, vice president; Miss Mary Burrell, recording secretary; Miss Eva Wanzen, corresponding secretary; Miss Emilie Webel, treasurer.

Now is the time of year when the long-hidden, slowly-developing imago is about to emerge from its shell. Fragile and beautiful, the perfect, winged insect, so changed from its past crawling condition, fascinates child and teacher alike. Has suitable preparation been made for this mysterious and wonderful event? Let us ask ourselves this question: How are the first impressions of wonder and delight likely to be affected, if the delicate wings become broken, the velvety scales worn off by unhappy beating against the narrow confines of a box? If the conditions for an approximately natural environment of stems and leaves and light and shade cannot be secured, if the freedom of the room cannot be permitted, then it is better both for moth and for children after a reasonable length of time, to remove the insect from the children's ken and put it painlessly to sleep.

Let us remind ourselves again, also, that a caterpillar is not a worm, and a moth is not a butterfly.

The earnest women of Spokane, Wash., who have worked for many years to secure the kindergarten to the public school system are confronted with one of the most serious enemies to our movement, viz., the politicians' effort to cut expenses at the wrong end of the line. No less than one of the editors of one of the leading papers has written an extensive editorial showing that the children's play is dangerous and demoralizing. He argues that the expense of the kindergarten should be abolished in order that overcrowding may be relieved and the city may escape the necessity of more building. Another kindergarten politician declares that the kindergarten is not needed in respectable homes, accusing the kindergarten of taking such children out of good homes and putting them daily upon the streets and public play-grounds. We call the attention of our readers to these items because the time has come when kindergartners may rally to the support of each other in such times of crisis.

Atlanta has three free kindergartens supported by the Atlanta Free Kindergarten Association. Mrs. N. P. Black is president and Mrs. T. A. Hammond secretary. Macon, Ga., also has its free kindergarten association, which was organized by Mrs. R. E. Park four years ago, who was then chairman of education for the Georgia Federation of Women's Clubs. This free association supports four kindergartens, averaging fifty pupils each. It maintains also a normal training class, under the management of Mrs. N. G. Story, who is also superintendent of the schools. Mrs. Park and other women of position and influence have interested the colored women of the city in the formation of a colored free kindergarten association. Aided by the advice and encouragement of their more experienced friends, the colored women have managed successfully their own association. Mrs. Park being called to Atlanta, Mrs. Henry Wortham succeeds her as president of the Macon association. Miss Sallie Boone, Mrs. C. B. Willingham and Mrs. S. R. Jaques are her co-workers.

It takes three years to make a three-year-old elm tree. Under glass, protected from the wind and storm, forced by artificial heat and light, nourished by scientifically prepared ingredients in the soil, the tree may be made to present the three-year-old appearance in two years, or even one. Taken from its

hot-bed, placed in the world to meet the storms of nature, we know the forced breeding and training betray themselves, and the three-year-old elm tree is soon dead or maimed. Is it so different with animals—human animals with the intellect? Cannot the twelve-year-old boy be crammed with Latin and mathematics and be fitted for the standard college by that age?—Aaron Gove.

The Worcester Kindergarten Club is to have a winter course of study lectures by Miss Alice O'Grady, of the New Britain State Normal School, Connecticut. The following are the subjects of the lectures: "Froebel's Educational Principles as Basis of Gifts." "Illustration with Gifts. Logical Versus Psychological Use of Material." "Practical Points for Work with Children. First and Second Gifts." "Practical Points with Building Gifts." "Picture Making. Third Stage of Representation." "Reproduction—Its Value and Means." "Outside Material. Its Value, Danger and Abuses." "General Summary Questions."

IMPORTANT CONGRESSES AND EDUCATIONAL MEETINGS.

International Kindergarten Union—Chicago, Fine Arts Building, April 10-13.

National Congress of Mothers—Columbus, O., May 21-24.

National Educational Association—Detroit, July 8-12.

Chautauqua Summer School—Chautauqua, N. Y., July and August.

Western Drawing Teachers' Association—At Rock Island, April 23-25, 1901.

Mr. Philip D. Armour's name will always be associated with the kindergarten history of Chicago. On his own statement he has spent \$45,000 annually on educational work in Chicago, and the Armour Mission Kindergarten has for many years been one of the centers of interest to city and visiting kindergartens. While walking the deck of an Atlantic steamer with another kindergarten friend during the past summer Mr. Armour expressed himself as being satisfied that the work he has done in this connection has been more certain of results than that of any other philanthropic line. His companion was a man in personal service of little children and filled with enthusiasm. He said: "If I had so much money as you I would put it all into this work." Later in the conversation Mr. Armour said: "My riches are my three grandchildren." His companion answered: "Now, indeed, I can see that you are richer than I, for I have only two."

At last the great decision is made by which the Chicago Institute, conducted by Colonel Parker; the Chicago Manual Training School, under Superintendent Belfield, and the elementary school, by Dr. Dewey, are all to be combined under one roof on Midway Plaisance as the Pedagogical Department of the University of Chicago. Some of those intimately interested in the work scarcely know whether to be more glad than sorry.

Encourage birds to build about you by feeding them and putting up bird boxes for their nests. We hope you will also discourage, as far as possible, the destruction of birds for food, and try to teach the small boy, wherever and whenever you can reach him, that the pea-shooter is unmanly; that it is not fair play to steal a bird's eggs from her nest, and that a live bird is much

more interesting to watch than a dead one; thus you will change his interest in birds from that of a savage to that of a naturalist.

"Are you in favor of having the National Congress of Mothers change its name to Congress for Parents?" It would seem a broader scope for work. However, the longer that I study the matter the more certain I am that there is a special need and importance in getting mothers, *as such*, together."—An enthusiastic leader in the mothers' club organizing.

Four colored men, graduates of the Tuskegee Industrial Institute, are on the way to a colony on the west coast of Africa under the auspices of the German government. They are to instruct the natives of the German colony there in cotton raising and general agriculture.

The public library of Manhattan, N. Y., has voted \$8,000 for trying the experiment of operating branch libraries in the public schools. The Board of Education furnish the rooms and their accessories and the attendants; the libraries give the reading matter.

Dayton, Ohio, will send a delegation of ten to the International Kindergarten Union, the board of education giving a week's vacation. On March 8 Superintendent Hailmann gave an address before the Dayton Kindergarten Club on "Simplicity in the Kindergarten."

They have one good private kindergarten and an afternoon free kindergarten. The work was organized and is now controlled by the members of the Home Circle, one of the most creditable organizations in that section of the country.

A course of lectures will be given during the winter at the Rochester, N. Y., training school before the state normal and kindergarten classes. Among the speakers are Miss Haven, president of the I. K. U., and Miss Patty S. Hill.

The fewer the number of kindergartens in your town the greater your responsibility, since a failure in one kindergarten may discredit the entire system in the eyes of critical but short-sighted onlookers. This has been known to happen.

Braided hat straw, both dyed and undyed, can be obtained of Levering & Smith, 104 West Lexington street, Baltimore, Md. Most bewitching baskets can be made of this straw, which comes in widths of an inch or less.

The kindergartners of Marion, Ohio, thru the interest of Superintendent Powell, are given a full week for attending the International Congress at Chicago.

In every community there are children from three to six years of age who roam the streets—learning all the time. And what?—Anna Holmes Davis.

Should May Day be made an annual feature of the kindergarten festivals? See May issue of the Kindergarten Magazine for May suggestions.

Miss Valentine Pritchard is resident director of the Normal Kindergarten Training Department of Saint Helena Hall, Portland, Ore.

The Chicago Sloyd Club held its regular monthly meeting March 16, in the Athenæum Building. Miss Mary Miller, director of the kindergarten of the Loring School, read a paper on "The Need of Handwork." Miss Grace Fairbank, director of the kindergarten of the Helen Heath settlement spoke on the "Influence of Sloyd in the Kindergarten." Miss Pryor read a paper on "The Utilization of Kindergarten Principles in Primary Sloyd." The meeting was full of interest and vitality. It was held in the rooms of the Chicago Sloyd School, Miss Anna Murray, principal. Visiting kindergartners will enjoy a call in this active workshop.

An unusual method in book making is being developed by Ralph Fletcher Seymour, whose office is in the Fine Arts Building. With the purpose of securing more perfect unity between the format of a book and its contents he undertakes the designing and lettering by hand of entire books, somewhat after the manner of the old manuscript books, and to further elaborate them with decorations and illustrations. This interesting work produces beautiful as well as unique results. On the list for this year appears Milton's ode, "On the Morning of Christ's Nativity." Mr. Seymour has designed a series of cards in two colors, one being the "Civic Creed," another the Channing "My Symphony."

Rates of one and one-third have been granted to the International Kindergarten Union delegates, members and friends, over the lines of the following associations: The Eastern Passenger, Western Passenger, Trunk Line, Transcontinental, South Eastern and South Western. And it seems that we are reasonably assured that other roads will grant the same.

EVA B. WHITMORE, Chairman Transportation Committee.

Saginaw, Mich., will send fifteen kindergartners to the International Congress, April 10, Chicago, under Miss Emma Latham.

In Charleston, S. C., the Normal Training School for Kindergartners is under the principalship of Mrs. Ida M. Lining.

Miss M. B. Crowder, formerly of Texarkana, Texas, has charge of the kindergarten work at Fulton, Ky., this year.

The Audubon Society for the Protection of Birds was founded April 20, 1897. Froebel's birthday is April 21.

MOTHER TO CHILD.

"Happy hearts and faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages."

—Robert Louis Stevenson.

THE NEW EDUCATION IN THE MRS. JOHN VANCE CHENEY
SCHOOL OF LIFE AND EXPRESSION.
FINE ARTS BUILDING, CHICAGO.

In Chicago, by the side of the kindergarten work, parallel with it and supplementary to it, is the Mrs. John Vance Cheney School of Life and Expression.

The school is all that the name implies. It is *life-study* from *mental concept* and *soul impulse*, to action, efficiency and expression.

The aim of the work is to direct the thinking of the child and awaken creative power. The *modus operandi* is from center—mental and spiritual—to circumference—physical expression. *Spiritual* training is considered of first importance; mental and physical expression is considered the other half of education.

The arts used as means to the end—which is character building—are music, recitation, voice expression and physical expression.

It is indeed a "new education" that will attract mother and child to school together. Here mothers come to study the philosophy of better living and unfoldment, and to learn the reason, not only for dropping the old standards of education, but to learn how to let the child unfold in his own wonderful way.

Starting with the conviction that character crystallizes, solidifies thru habit of thought, Mrs. Cheney aims to direct the thought to the highest qualities of being, and to lead the child to unfold naturally in the expression of these qualities. The aim is to set the mind toward a desirable trait of character as definitely as we set the hands of a clock; then to stimulate the imagination and deepen the interest by calling this trait of character into expression in motion, voice or tone at the piano. This is accomplished by causing the child to picture in his mind the quality of tone natural to the quality of being called for. For instance, if courage is the quality desired, by its expression in tone and action it has begun to merge, not only into the voice and attitude, but has actually begun to crystallize into character.

That this new education is fitted to do its great and vital part in filling the demands of the rapidly evolving social wants of this great age may be proven by spending an hour in the charming studios in the Fine Arts Building devoted to this work. By personal observation it can be seen that the children interpret the compositions of the greatest masters of music with the tone, facility and ease of artists. This result is accomplished without five-finger exercises or mechanical practice of any kind, utterly without the aid of clavier, dumb key-board, or anything that is not genuine music. In this school more time is devoted to mental concentration for the creation and production of beautiful tone than in key-board practice.

This work is not only a study of *music* and the other arts, but it is a definite *menti-culture* thru the most beautiful mediums of culture—music, harmony, voice-building, or drawing out, and physical expression. Grace of soul,

mind and body is the object of the work. Underneath all the work of expression the great truth of love and service is ever prominent. From the little ones of five years to the most advanced there is not only a spirit of readiness to give, but the *desire* to give is often manifested.

Mrs. Cheney considers music, artistic expression and good speech—beautiful voice—as natural to humanity as walking, sleeping and eating. She says, "Melody, rhythm and harmony are inherent in all children, and would find their way out in every act, attitude and tone if beautiful ideals were the daily nourishment." She believes it to be the function of education to lead humanity to do the natural things well and beautifully. Of the piano she says: "It has been an instrument of torture rather than a medium for conveying a divine expression of truth."

Mrs. Cheney claims, and is proving, that every man, woman and child can express music at any age if the right mental concept is brought about.

SPEER'S ARITHMETICS

By WILLIAM W. SPEER, District Superintendent of Schools, Chicago, Ill.

A PRIMARY ARITHMETIC. Part I, First Year Work. For Teachers.

Illustrated. For introduction and to teachers, 35 cents.

AN ELEMENTARY ARITHMETIC. Part II, 2d, 3d and 4th Years.

For Pupils. Illustrated. For introduction, 45 cents.

AN ADVANCED ARITHMETIC. Part III, 5th, 6th, 7th and 8th Years.

For pupils. Illustrated. For introduction 50 cents.

NUMBER BLOCKS. To accompany Speer's Arithmetics.

Standard Set. This set consists of 60 blocks and is sufficient to cover the first year's work in Arithmetic, as outlined in Book I of the series. Price, \$2.50.

Decimal Set. This set is intended to accompany Speer's "Elementary Arithmetic," and is used to supplement the Standard Set. Price, \$2.50.

Special Set of Spheres, 5 pieces, 2 inches in diameter. Price, 30 cents.

Speer's Arithmetics are a radical departure from the method of the older text-books in this branch of study. Arithmetic must become, not the science of figures, nor the science of number, but the *science of quantity or relative magnitudes*. The change is a radical one, in that it appeals to deeper principles, and higher mental activities, and at the same time leads insensibly into geometry and algebra.

Mr. G. Stanley Hall, writing in the *Pedagogical Seminary*, says: "Mr. Speer starts from the standpoint of an undeveloped but developing child mind, and proceeds by the light of modern child study, recognizing that the mind has a certain developing order in receiving and assimilating material, and is not merely an empty barrel into which the mathematical hodman may shovel his completed conceptions in the order convenient to his mathematical formulas."

GINN & COMPANY, PUBLISHERS

CHICAGO OFFICE, 378-388 WABASH AVENUE.

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

ATLANTA

DALLAS

COLUMBUS

LONDON

KINDERGARTEN MAGAZINE

Vol. XIII.—MAY 1901.—No. 9.

TWENTIETH CENTURY SERIES.

MAY DAY AS A KINDERGARTEN HOLIDAY.

NINA C. VANDEWALKER, PRINCIPAL KINDERGARTEN DEPARTMENT MILWAUKEE NORMAL SCHOOL.

HOLIDAYS rightly celebrated serve an important part in the child's development. His consciousness of self and of his relation to the world about him is weak, and significant days and events aid in deepening his insight and strengthening the ties by which he is bound to his fellows. The evolving soul comes to the highest consciousness of itself only through significant experiences. But emphasized days and events are external forms that aid in awakening the spirit, and the man or woman who can look back to no significant days in childhood has missed a part of the very warp and woof from which the texture of life is woven.

The kindergarten has recognized the above truth, and the calendar of the kindergarten year is amply provided with red letter days. Thanksgiving, Christmas, New Year's Day, Valentine's Day, Washington's Birthday, Easter,—each contributes toward the child's three-fold development. Each is made a center about which uplifting thought and helpful deed are grouped. But there is another day that can lay proper claim to the kindergartner's attention as a legitimate day for observance as a children's holiday, and that is May Day. It lacks the spiritual significance of Thanksgiving, Christmas and Easter, and the patriotic import of Washington's Birthday; but it has adequate claims from other standpoints to justify its admission into the kindergarten calendar.

The May festival, of which the modern May Day is a survival, played an important part in the life and development of the people by whom it was observed, and with its disappearance something has been lost from life which it can ill afford to spare. The festival had

its origin in the love of nature, and it was an occasion for the expression of that love. It satisfied the natural human desire for beauty whether in nature, in the melody of the accompanying song, or in the rythmic movements of the human form. It represented the poetic side of life as contrasted with the prosaic work-a-day side. Thus it stood for culture in its many phases, and was an important agency in promoting the growth of the higher and finer sentiments.

May Day festivities are commonly supposed to be of English origin, but festivals of a similar character were not only universal in mediæval Europe, but they can be traced much farther back. Newell says that the English May festival is but the survival of the ancient Floralia or feast of Flora, in which the population of ancient Italy showed that natural and innocent delight in the season of blossom which afterward affected to conscious expression Milton and Chaucer. The adoption of the festival in the countries of Europe that fell under the sway of Roman thought and custom resulted in many changes, yet the fundamental character of the festivities remained practically the same. The decorated Maypole or tree was symbolic of the season's exuberant energy, while the songs and dances amid the beauty and bloom of nature expressed the human delight in the re-opening of her annual drama.

But the Maypole dance was not the only form in which the overflowing joy of youth found expression. May garlands were woven and exhibited from door to door with carols of greeting; May baskets were secretly hung at the doors of loved ones, or May blossoms placed beneath their windows; while games of various kinds afforded mirth and merriment to onlookers and participants alike. Nature and man were in harmony, and sense and soul were alike satisfied.

With the advent of Christianity the thoughts of men were turned from the pleasures of sense to the higher spiritual joys which Christ came to reveal, and the ancient customs and festivals were dropped or superseded. Holy days became the significant days and religious festivals took the place of Nature-festivities. The arts were pressed into the service of the church, and its observances absorbed the people's thoughts. It administered to their sense of beauty, tho in an entirely different way, and Nature's beauty no longer met with open response in the observances of men. Easter came to be the spring-tide festival toward which men's thoughts turned, but it has come to

represent the reawakening of nature as well as the awakening to a higher spiritual life typified by Christ's resurrection.

In the older Christian thought the human and the material were held to be in opposition to the divine and the spiritual, and the development of the one meant the atrophy of the other. But Christianity has learned a truer interpretation of its own doctrines, and today it sees in both nature and humanity the manifestation of the loving father. And so as time has passed the Easter festival has reabsorbed more and more of the nature thought of which the ancient May festival was the expression—the response of the human heart to the awakening season. But with our interpretation of nature as the web and garment of the Invisible, is there not a place and need for both festivals, at least in the world of childhood? Does Easter as the only springtide festival meet sufficiently the needs of childhood as these are interpreted and administered to in the kindergarten?

The customary point of departure for the return to nature in the yearly kindergarten program is the Easter holiday. During the winter months the children's thoughts have been mainly occupied with typical phases of man's industrial or institutional life. But with the lengthening days and March breezes his pulses begin to thrill in harmony with the returning life of nature, and the nature interest reasserts itself. It is to this that the Easter thought appeals, but in our northern climate Easter presents but little evidence of nature's awakening life. The symbolic lilies would be conspicuously absent on Easter day were nature alone depended upon to produce them. Easter can never be set aside or dropped from the kindergarten calendar, because of its significant spiritual symbolism and its intimate relation to institutional religious life, but May Day serves an excellent purpose in supplementing the thought awakened by the Easter festival, and in emphasizing the nature side of that thought.

As a people we have drifted away from the joy in nature of which the May festival has been the historic expression. The prosaic realities of modern civilization crowds out the poetry that life needs to make it strong and symmetrical.

But like Antlæus of old, we have felt our strength failing because of the severed contact with Mother Earth, and in its return to nature the modern world is finding its return to God. Literature and art reflect the reawakening love and education reveals its inspiring touch. The philosophy of Froebel has done much to disseminate a rational

nature philosophy and to further the adoption of nature study as a fundamental educational agency. What more fitting than that the institution which expresses that philosophy should adopt as its own the day which above all others has been the historic expression of that love. The festival itself is an embodiment of the elements that enter into kindergarten procedure. It was born of the spirit of harmony between man and nature, and in its origin it was a recognition of the Invisible Power that united both. It proclaimed the gospel of love and of beauty, and found expression for the feelings in song, game and rhythmic motion. There is a veritable mine of wealth for the kindergartner in the historic May Day and its accompanying customs that has never yet been utilized. Froebel's Mother Play Book is a collection of folk songs organized for educational purposes. But many traditional songs and games not now in the kindergarten repertoire are likewise ancient folk-songs that but await the organizing hand of a second Froebel to take their place among approved educational agencies. The May Day customs are among the most important of these.

But how can a May Day celebration be managed when the majority of city kindergartners cannot control a foot of space out of doors and must depend on window boxes and occasional excursions to the city parks to give the children the contact with nature for which they crave? As an out-of-door festival it is unquestionably impracticable in our northern climates, but the kindergarten room may become the imaginary village green, the indispensable pole being set up in the center, after the fashion of the Christmas tree. And how give the spring atmosphere to dingy rooms and dust covered walls? Ah, kindergartners are in the secret of making the most of things, and they know that a little beauty and freshness will do wonders when more cannot be had. As the adaptability of the May Day festival to kindergarten purposes has been proved by the experience of the past three years in the Milwaukee Normal School, the following suggestions may prove helpful:

On the basis of the customary Easter thought, the program for the few days immediately preceding May Day has taken for its central thought the flowers which the children have seen waking up in the gardens or on the lawns, and they are told in simple story form, if they do not already know, about the flowers that are waking up in the woods and fields, without being cared for as garden flowers are. They are then told about the old custom of having a Flower

Day, just as we have Valentine's Day, when people gave bouquets or baskets of flowers to their friends instead of giving them valentines as we do on Valentine's Day. This flower day came the first of May because many of our flowers wake up during May, and so it was called May Day. The story of the various May Day customs is then told, those that admit of dramatization being dramatized as the work proceeds. The preparatory games, songs and stories occupy several days. The accompanying work at the tables in the meantime is the making of May baskets or souvenirs to be given to friends, or the making of decorations for the room. (A program of this kind may be found in Vol. XI of the *KINDERGARTEN MAGAZINE*, p. 615.)

On May Day proper the story of the awakening flowers and the customs of the day celebrated in their honor is retold or recalled, and the morning is devoted to the playing of May Day games, closing with the winding of the Maypole and the distribution of the May baskets. The students of the school have taken great interest in these exercises, and have contributed wildflowers, if such were obtainable, to fill the children's baskets. The children in this particular kindergarten do not lack for beauty in their homes, yet their delight in the flowers and in the exercises in general is not excelled by any phase of the year's work, with the exception of the Christmas exercises. One cannot help realizing what similar exercises would mean to the beauty-starved children of the larger cities.

The Maypole itself is apt to be the problem, and a more detailed description may not be out of place. The height of the pole must be adapted to the height of the ceiling, but it should be at least ten feet if possible. The diameter of the pole should be sufficient to prevent any swaying when the "winding" is in progress—at least three inches at the top, which it is better to cut off squarely at the desired height. It should be set securely in a good sized standard, after the fashion of the Christmas tree. The "ribbons" may be made of strips of cambric about two inches wide and a little longer than the pole. Green and white make a pretty combination when woven, and suggest the verdure and bloom of the season; but the colors may be selected to suit the taste. Before the pole is placed in its upright position these strips, twenty-four in number, are securely tacked to the top of the pole, the green and white strips alternating. When the pole is placed in position the strips hang loosely from the top to the floor.

When the winding of the pole is to begin twenty-four children

stand in a circle around it, every alternate child facing the opposite direction for the march or dance around the pole. The twelve facing in one direction each take hold of a strip of one color, while the other twelve take the strip of the opposite color. At the signal each set begins to move slowly around the pole to the accompaniment of the piano, going in opposite directions and in and out to produce the effect of weaving the strips around the pole. When the winding has been completed, the direction may be reversed and the pole unwound in the same way, other children taking their turn if there are more than twenty-four. With children of six or more the winding may be done with a dancing step, but with the younger children it is best not to attempt this. The interweaving march may be practiced beforehand in several ways, and is enjoyable and profitable apart from any connection with May Day exercises. Having one set of children "weave" in and out between children stationed in a line at suitable distances apart is the simplest form in which it can be given. The next and more difficult step is the interweaving with both sets of children marching in opposite directions. At the beginning it is easier to have the children placed in a straight line.

Much more might be said, as much more might be done, but this paper will have served its purpose if it has shown even in a small degree the beauty and practicability of the May Day festival as a means of happiness and development. In some places Arbor Day is observed as a spring holiday, and while there is much to be said in its favor, particularly for children above the kindergarten age, it lacks the historic and poetic associations of May Day. Arbor Day is economic, not poetic, in its origin, and while it will doubtless gather about it poetry and song, it suggests the future rather than the present, in which the younger children find their happiness and joy.

Those who are familiar with Froebel's own work during the years that he was laboring for the popular recognition and acceptance of the new institution, will remember the stress that he placed upon children's festivals, not only as a means of development to the children, but as a means of illustrating his ideas to the onlooker. The Christmas exercises of the kindergarten have done much to enlighten the public as to the spirit and purpose of the institution. The May Day festival rightly handled can serve an important part likewise in illustrating to the world at large the philosophy which the kindergarten embodies.

THE STORY OF A SETTLEMENT GARDEN.

BERTHA HOFER HEGNER.

If a child's sole care is left
Something which, of that care bereft,
Would quickly pine and fade,
The joy of nurture he will learn;
A rich experience, which will turn
His inner life to aid.

—Froebel. *Translated by Henrietta R. Eliot.*

ALL kindergartners are aware of the great importance Froebel placed upon having a garden to help children in their harmonious development. We are also ready to confess that this important factor in the education of the child is often overlooked. We can hardly call ourselves true followers of Froebel in America if we do not give the garden a legitimate place in our work. In the Mother Play, "Grass Mowing," Froebel tells us, "Let your child plant his own garden, gather his own harvest of fruit and flowers, learn thru his own small experience something of the influence of sun, dew and rain, and gain thereby a remote presentiment of the reciprocal energies of nature and a reverent feeling for the divine life and law expressed in nature."

In the Mother Play "Little Gardener," in his "Education by Development," and in the "Education of Man," Froebel gives us many deep truths and principles underlying garden work. After reading and studying these books we cannot but grow enthusiastic on the subject. Our ardor, however, wanes when we realize the many difficulties in the way, especially in the kindergartens of the poorer districts of our large cities.

It is a startling fact that there are many children under school age in every large city who have never seen trees, grass or flowers. This is not surprising when we realize that nature and her beauties have been supplanted by high buildings that cover every inch of space. In many cases this greed for building space has driven out the small back yard, and thus robbed the children of the only spot where they could come in contact with the soil and have a little garden. One can walk many blocks in such districts without seeing a green plant or a tree. Flower stores are not to be found in these localities, because the people are too poor to buy flowers. Occasionally one gets

a glimpse of a plant in a window, which indicates that the house is inhabited by some nature-loving German who has not been in this country many years. We only need to recall our first visit to the park with the settlement children from our Chicago Commons Kindergarten to realize what a revelation nature was to them, and how far removed from the soil they really were. They called trees and grass "flowers." Their concept of all green things had been formed from flowers brought into the kindergarten from the Flower Mission. This was their first experience in revising it. One boy picked up an earth worm and called it a fish. He had seen fish in a globe. Here also was an experience in concept revision. The stones and rocks arranged around a flower bed they called "bumps," and a beautiful beetle crawling on the leaf of a lilac bush they named after the only bug with which they were familiar, an insect that was never known to inhabit a park. Here was still another concept that needed revision.

Many a kindergartner has tried to interest children from such localities in the beauties of nature by bringing leaves, berries, nuts and rock fragments from the country. To their great disappointment they have found no point of contact, and have been surprised at the lack of interest on the part of the children. We have all found that the best plan is to take our children to the park or country, where they can see trees, flowers, leaves and grass, etc., in their proper environment. If we add to this plan of excursions for the children a garden of their own in which each child can work and watch the green things grow from day to day, it will settle the much discussed question, "How to bring nature to the city child." The value of a garden in a child's development is greater than that of a casual excursion to the country, or visit to a park. Froebel emphasizes the following words in the "Little Gardener," "Cherish! Nourish! Care for!" as important factors in a child's development.

We will be glad to share with you our experience in gardening under the most unfavorable conditions in our settlement kindergarten. There was an empty plat of ground, 15x25 feet, on one side of the house. Altho free from buildings, it was covered with rubbish that gave it the appearance of a thriving junkshop, such as old shoes, brick, tin cans, broken bottles and old bones. These treasures made the place an attractive playground for the boys of the neighborhood. When we suggested turning it into a garden for the children, we were told that it was useless, for nothing would ever

grow there. But we were persistent and began at once to clear away the rubbish. The kindergartners and children worked a short time each day piling the debris upon a wheelbarrow, until the space was cleared. The accumulation that could not be carried away was raked with a coarse rake, and before the first real thaw the finer rake was used to remove the litter that could not have been gathered together after the soil was wet and muddy. After the ground had thoroly thawed and dried it was spaded the depth of the spade and turned over so as to give the under part a chance to dry before attempting to break up the hard lumps. The man who did the spading was instructed to leave the ground in straight rows, one in front of the other. After the spading we worked many days with our rakes, crumbling the lumps of soil in order to prepare it for laying out the beds. Then quite an amount of rich soil was added. We measured the beds with two sticks and a string, leaving them wide enough so that the children could reach the middle from each side when they planted and weeded. A wide board was placed alongside of the string where the walks were to be formed. The children enjoyed marching back and forth on this board to press it down. After the board was removed some of the soil under it was raked onto the bed at each side, thus clearing the path and building up the edges of the bed. A board was then pressed up against the built-up sides to make them firm. One bed was prepared for our bulbs to be planted in November. In the bottom of this bed we put some of the debris in the yard in order to keep the bed well drained. Over this was put a mixture of one-half loam, one-quarter fertilizer, and one-quarter sand.

Our preparation for planting was keenly enjoyed by the children. The physical exercises out of doors changed their sallow faces; the eyes became brighter, the cheeks glowed with color, and we had happier looking children. When the time came for planting and sowing we followed the directions on the seed envelopes. In addition, some simple practical rules in gardening were observed. For planting we measured the rows with a string and stakes or used a board as wide as the distance between the rows. After one row was planted and covered the board was laid over to press it down, and the next row measured. These rows were far enough apart to allow hoeing from both sides. A garden bed that is hoed all over quite often will thrive better, for the air can then help nourish the plants.

The best time to water is after sunset or before sunrise. The

morning is better than evening, because the soil has had time to cool overnight and will not absorb so much water. In order to let the children do the watering during kindergarten hours we watched for the time when the sun did not shine on the beds. It is better to water twice a day than to pour too much water on at one time. The small seeds need the most careful watering. The children soon understood that it was not good for the seeds to have too much water. We would have them feel of the soil to see whether it seemed dry on top. If the children found the earth dry they understood that the seeds needed a drink. If on the other hand the soil was wet it meant that the seeds were not thirsty.

After planting we covered our flower seeds with newspapers for two or three days, especially the fine ones that were merely sowed and remained near the top. They needed protection from the cold.

We found that the children were not much interested in putting the seeds in the ground. The preparation of the garden seemed to mean more to them. All they knew about beans and peas was that "we eats them." When asked where they came from they answered from the grocery store in cans and bags. They had no conception of why they were putting the seed in the ground. One urchin told how they made a hole like that in a nice place one day and put their baby in it. Another boy took a sardine can from the pile of rubbish near by, handed it to the teacher, and said in all earnestness, "Bury that." They had no idea that things grew from the ground. Their interest in watering the seeds did not reach beyond the attractiveness of sprinkling until the first green tender leaves were seen. Then they were so eager that we had to rescue the tender shoots from a watery grave.

The germination and growth of the seeds was a *real* fairy tale to them. Later they weeded the garden. In this process they became familiar with the difference between grass, vegetables and flowers. They discovered that morning glories wanted to climb just like the boys and girls. To give them something to climb on they tied strings to stakes, drove them into the ground, and fastened the other end to the fence above. Each day we tied pieces of colored worsted on the strings at the end of the vines so that the children could tell on the following day how much the morning glories had grown. The eagerness with which they looked for the worsted and affectionately greeted the little vines that were climbing so bravely was delightful to behold. They also

had the pleasure of gathering the lettuce and radishes and preparing them for the table. The expression of satisfaction on the faces of the children showed what this service meant to them. We thus spent many happy half hours with the children raking, planting, watering, gathering vegetables and picking flowers in the spirit of Froebel's lines:

In the sunlit garden,
Through the glad spring day,
Watch the happy little folks,
Turning work to play.
Guarding, watering, tending,
With such pretty zeal,
Doing for their little hearts,
As if flowers could feel.
Such work does not tire them,
For they love it so;
And are thanked in measure full
If the flowers grow.

Our garden also furnished us with subject matter for nature study in the morning kindergarten. The children modeled, painted and drew the growing things that they had themselves planted and cared for.

Later in the season the children enjoyed cutting the cornstalks and grass to feed a neighboring cow. The cow also instinctively recognized these treasures, altho she had been born in a city barn and never been fortunate enough to graze out in the green meadow, or devour a juicy cornstalk fresh from the farm. In the fall we gathered the seed and stored them away in envelopes ready to use the following spring.

When November came we did not forget the bed that we had prepared for bulbs so that we could have flowers in the early spring. We observed a few general rules in planting these bulbs. The bed faced south, so that it received the midday sun in the early spring. We did not plant the smaller bulbs as deep as the larger ones. Crocuses should be 3 inches deep and 2 inches apart; snowdrops $3\frac{1}{2}$ inches deep and 3 inches apart; tulips 5 inches deep and 5 inches apart. The lily being the largest bulb was planted deepest, 8 inches deep and 12 inches apart. After planting we covered them with litter and leaves. In the spring time we were careful not to uncover them too soon, but waited until we saw the tender green shoots appear. We then raked off the litter, but covered them again the first few nights for protection from the cold.

How the children loved these little green friends who had slept all winter in their gardens. How we were all repaid for our care a little later by a beautiful array of tulips and other choice flowers. The children gathered them and made a lovely bouquet for a dear old grandmother in the neighborhood.

By this time the children had learned thru the care of their garden, the wonderful story that every seed can tell. They had watched the process of germinating, growing, blossoming and fructifying to seed again. They could also trace the history of the peas and beans farther back than the tin cans and sacks of the grocery store. Our garden also opened another world, a veritable fairy land, to them. To our astonishment and their delight the butterflies and grasshoppers found this little corner. Also, by some magic power, our sunflower, grown tall, strong and beautiful, had allured the bees. Thus the children found new friends, wonderful friends! In the early morning they visited the garden before kindergarten opened, and eagerly watched these new acquaintances thru the fence. When they came into the room, what wonderful stories they were ready to tell and show from their own observation and experience of "how the butterfly flew!" "how the grasshopper hopped!" and "how the busy bee buzzed!"

The problem of nature gains in a kindergarten far from the country where the children can come in contact with real things, was thus solved by our garden. Aside from a great insight into and sympathy with nature, our children were helped spiritually. They grew gentle, kind, happy, helpful, and had more things to love. A disposition to protect the garden and its treasures helped children with destructive tendencies into a more gentle spirit, and the moral influence of this work was felt thru the whole kindergarten.

Every kindergarten can successfully carry out some such experiment and thus come nearer to the thought that gave Froebel a name for his great idea, "kindergarten." Then will his words come to us with renewed force, for did he not say:

*Dear little children, we will learn from you;
Gardens we'll make, and you the flowers shall be,
Our care shall seem no tedious drudgery—
Only a happy trust that's ever new.

*The verses quoted in this article were translated by Henriette R. Eliot. See Mottoes and Commentaries of Froebel's "Mother Play."

VACATION SCHOOLS AND PLAYGROUNDS.

OUTDOOR RECREATION LEAGUE OF NEW YORK—BALLGROUND OF THE
SYRACUSE MOTHERS' CLUB—BACKYARD GARDENING—CHICAGO'S
OUTDOOR EXPERIMENTS.

Play has the mightiest influence on the maintenance and non-maintenance of laws; and if children's plays are conducted according to laws and rules, and they always pursue their amusements in conformity with order, while finding pleasure therein, it need not be feared that when they are grown up they will break laws whose objects are more serious. * * *. From their earliest years the plays of children ought to be subject to strict laws. For if their plays, and those who mingle with them, are arbitrary and lawless, how can they become virtuous men, law-abiding and obedient? On the contrary, when children are early trained to submit to laws in their plays, love for these laws enters into their souls with the music accompanying them, and helps their development—*Plato*.

THERE is little doubt that whatever else may be counted an educational "fad or frill" the vacation school and playground have become indispensable to the continued well-being of the civic life. The usual public school training no longer serves to prepare the child for the demands of a changed industrial world. True patriotism cannot but view with shame and alarm the number of incompetent, slangy and irreverent children that leave the home or school to enter factory or store or too frequently idle round the corner saloon. A broad-minded English educator was recently in one of our large cities. The two things that most impressed her were the unspeakable condition of the streets and irreverence and disrespect for law which to her mind characterized most ages and classes. What she felt and saw, earnest people in most of our large cities must regretfully acknowledge to be all too prevalent. What are the causes? Mr. Venus might properly answer "human warious." What is the remedy? That must be worked out by man with God. The vacation school and playground are two means of enlightenment. It is possible in them to try new methods and kinds of work. They afford excellent opportunities for child-study.

In *Stray Thoughts* Mr. Charles B. Stover of New York says in words that he acknowledges contain but half a truth:

Give me control of the child outside of school and I care not how you educate him in school. * * * Who is wise enough to tell which period—the six hours at school, or the ten hours out of school—does more to determine the character of men and women?

THE OUTDOOR RECREATION LEAGUE.

of New York was founded to call attention to the significance of the child's hours of leisure. Like an alarm-bell, the League would awaken this drowsy city and say: "Though you perfect your school system to the liking of the master pedagogues, and though you do



GIRLS' MAY-POLE, SEWARD PARK.

the best conceivable for the child at its books, and give not heed to the child at its play, your work is but half done and the child is not saved."

The League has founded ten playgrounds in New York. Thru the courtesy of Mr. Stover we are enabled to reproduce several typical views of the children at play.

Recognizing the need of breathing space and elbow room for the children, crowded, water-hemmed Manhattan has so utilized the

roof of her new schoolhouses that a game of basket ball can be safely played high above the housetops, under the blue sky. An awning affords shade for quieter games.

This experiment in

BACKYARD GARDENING

in New York shows that where there's a will there's a way, even to turn a tin-can bed into one of flowers. It is taken from the report of the New York University Settlement Society.

Looking down from the roof of an East Side tenement into the block's irregular shaped interior, the eye is first attracted to the drapery of many-colored garments which are stretched on clothes lines from the different floors to the tall poles which stand in the little back yards. The yards themselves form a dull background to the whites and reds, for in them, as in the yards of that "Arkansaw" town in "Huckleberry Finn," little is raised but "ash piles, and old curled up boots and shoes, and pieces of bottles, and rags, and played out tinware."

But when one descends the dark stairways of the tenement and stands amid the rubbish, the high dividing fences shut out the ugliness of the general view, and it seems a comparatively simple matter to remove the debris from this particular yard and have a garden there.

The landlord's consent is needed, for no one tenant has the exclusive use of this dumping ground. Last year two landlords gave their yards to the University Settlement for such an experiment, but later one of them moved, with his family, into his tenement, and had his own garden of flowers.

Clearing and digging on the other back yard began early in May, and by the middle of June the radishes and lettuce were ready to be gathered, the twenty tomato plants had grown until they needed hoops and sticks to support them, and the scarlet beans, planted along the bottom of the board fences, had gone half of their winding away up the strings.

The tenants took a deep, if somewhat critical, interest in the affair. When the ground was first broken and crop after crop of stones was removed, they shook their heads as if to say that there could be no other harvest from such soil, but when the light-green lettuce appeared above the ground, and they recognized it to be "salade," they talked rapidly to each other, pointing to it as they leaned from their windows. The bunches of radishes and heads of lettuce were divided between them and the landlord, a grocer, and some we ate ourselves.

The basement tenant took possession of a little strip of ground at one side, inclosed it with a wire fence like that which surrounded the larger garden, and had lettuce and flowers of his own. His son, a boy of twelve, helped us also, working with the spade or hoe when

we were not using them. When the first Saturday came our young assistant looked on very discontentedly, for his father would not let him work, but when the first star of evening had appeared and the day of rest was over, he ran for the watering can and sprinkled the growing things until dusk.

Indeed, the plants needed a great deal of water, for the scant rains quickly percolated through the loose soil. Perhaps that which was observed with the greatest misgivings on the part of the onlookers was the bringing of water in a hose and filling the ditches which had been dug in and around the tomato plants; but under this system of



LINED UP BEFORE THE BABY SWINGS, SEWARD PARK.

irrigation everything became greener and more easily withstood the rays of the sun, which for a few hours of the day in the summer shines fiercely into the chasms formed by the tall tenement walls. The family on the first floor asked that we should have some flowers as well as vegetables, and gave us a box of mixed seed. These were sown around the edge of the garden and grew to be four-o'clocks, morning glories and sunflowers, and when the sunflowers became tall enough to conceal the hoops and sticks, and the scarlet runners

with their bright blossoms dancing in the breeze hid the boards of the fence, and when, as frequently happened, the people sat about a table and drank their native wine, the imagination, stretched, pictured them back in their beautiful Roumania.

But misfortunes now came upon the garden thick and fast. The tall clothes-pole fell with all its weight of drying clothes diagonally across the garden, and many good tomato plants on that day met their doom. Worms began to eat the roots, the direct result, as was claimed, of the irrigation. (These worms varied in size according to the length and thickness of the finger of the person describing them.) In due time, however, the remaining vines bore large, delicious tomatoes. Five backyards have been promised us this year. In the case of three of them which adjoin each other, the landlord has been nearly persuaded to take down the intervening fences (which are broken and falling) and have a grass-plot of the whole.

The annual meeting of the New York State Assembly of Mothers was held in November in Buffalo. Mrs. E. H. Merrell of

SYRACUSE

read a paper on "Vacation Hours—How Shall They Profit the Home?" The Syracuse Mothers' Club carried on a summer playground for two years. Then they succeeded in interesting the city, thru the Board of Education, to the extent of an appropriation sufficient for two playgrounds for 250 children each. We quote from her paper:

Then we said, "We will do something for the older boys of Syracuse. We will make what they love to do and ought to do, possible for them to do, without being trespassers or lawbreakers," and calling a few principals, a doctor, a minister, a lawyer, and the head of the Bureau of Labor and Charities to meet with us, we evolved a plan of organization into baseball leagues, with self-government, which we instituted in ten schools, the boys making their own rules, electing their directors, etc. The boys took the greatest interest and it was a delight to help them organize. A flag was given to each and a big printed placard, "Mothers' Club Ballground—No Playing Without Consent—Rules." Then followed their own rules, which were usually no swearing, no smoking, no fighting nor trespassing, and the Golden Rule.

Mrs. Merrell adds most truly that—

When boys voluntarily adopt the Golden Rule to play baseball by, I assure you they are on the road to self-control and all social virtues.

The boys of one school organized under the direction of the Principal to play ball on a certain lot provided by the Syracuse Mothers' Club. One hundred and fifty boys attended. Officers and a board of directors were appointed. The rules named above were adopted.

Counselors from among business and professional men were chosen. These gave both time and money. Seventeen playgrounds in different parts of the city were secured by the Club and counselors. Different baseball leagues were formed, composed of men and boys, from factories, banks, schools, and the large stores. Many of these played after five o'clock.

At the summer's close the Superintendent of Repairs of Public School Buildings reported many less windows broken, and the Chief of Police testified to the reduction in patrol calls for lawless boys. This he attributes largely to the summer schools and the Syracuse Mothers' Club Baseball Grounds.

PROVIDENT HABITS AND POTATOES

is the striking heading of one of the Chicago Bureau of Charities



HUDSONBANK SEE-SAWS AND SAND GARDEN.

"Stories of Social Service." This bureau has 114 vegetable gardens, measuring 40x265 feet, forty acres of land being contributed for the purpose for three years by O. W. Ballard. The ground is manured, plowed and harrowed, and a head-gardener provided to instruct and aid the tillers. These are needy families of the city, sometimes widows and their children, deserted wives, old soldiers and partial invalids. They raise peas, beets, onions, tomatoes, etc. One poor mother of five small children raised enough to keep herself and chil-

dren thru the summer, besides storing enough away to keep the family from want thru the winter. As the interesting little report truly says, "the most valuable product of these 'Pingree Patches' are self-help and self-respect."

This may not exactly suggest a vacation school or playground, but it does take its workers out of doors, and the busy farmers, especially the young ones, are acquiring habits of industry and foresight, and a certain knowledge of nature's laws and of agriculture, which is worth much to them and to the community.

CINCINNATI

also has her playgrounds, the first being inaugurated two years ago by the Woman's Civil League. Last year two more were started.

One of them is in the midst of a populous tenement district and quite within sight of all passersby in that busy thoroughfare. The bright sunny space, the great hospitable pavilion, the throngs of eager, happy children with our beautiful flag always floating above them, makes such a satisfactory picture as must impress every one. Tho the portable appliances were each night removed to a place of safety, the playgrounds proper are never closed, and from 9 a. m. until 9 p. m. competent custodians are in charge with everything in safe working order. The attendance varies with the days and hours, but not infrequently from 200 to 300 children assemble at each. Each playground offers large and eager audiences for any who have talents as story-tellers or even sympathetic conversation.

The report of the

CHICAGO PERMANENT VACATION SCHOOL AND PLAYGROUND

Committee is a valuable guide to all connected with such work in any way. It states in detail what had been the committee's plans and tells to what degree they have been realized. Causes for both failures and successes are assigned, and remedies and improvements suggested. The report accords with the experience of most workers (or should we say players?) in attributing the best results to the personal influence of the custodian rather than to the special equipment of school or ground. The following are some of the bits of wisdom gleaned by past experience:

(1) That school yard playgrounds should be conducted for children under the working age, provided with suitable apparatus and sufficient, presided over by a man and woman custodian who should not serve more than five hours each day if efficient work is to be expected. (2) That these same yards may be used for older children during the early evening hours, these of the adolescent period, but with other custodians and under somewhat different

rules. (3) That children under 12 do not respond to organized group games—they are not developed to this social co-operation—the competitive plan must be used with them, though a group of children will play against other groups in a game little organized, such as prisoner's base, quoits, etc. (4) That the more the children themselves are made responsible for the yards the better the results. (5) That seats should be liberally provided and some occupations and games and hammocks for the babies, etc. (6) That through a circulating library taste for good books of entertainment may be developed and the yellow story book driven out by being replaced by something better.



WATCHING THE PIGEONS, CHICKENS AND RABBITS IN SEWARD PARK.

Some of the programs of the Chicago summer work will be found elsewhere in this number of the KINDERGARTEN MAGAZINE.

PLAYGROUNDS AND SMALL PARKS.

Alderman Foreman, Fourth ward, said recently in the *Chicago Record*: "Let us consider whether one plan might not solve both of the problems. Instead of the board of education buying a piece of

property 100 feet wide and 25 feet deep and placing thereon a building that covers every inch of it, and whose windows look over a street whose last paving was done at a time beyond the memory of man, let us suppose that the City of Chicago in the before-mentioned districts were to create small parks, containing approximately a block square, and the center of each of these little parks be utilized as a school site. Instead of a building jammed into a lot altogether too small for it, surrounded by sights conducive to anything but high or cleanly thoughts, the schoolhouse would be surrounded by a park, made as beautiful as parks may be, the children would be provided with a playground that would appeal to them, school would be made attractive by reason of its location, and an aesthetic place of education and a breathing place for the people would thus be provided at one and the same time.

"It may be urged that the children running back and forth would soon destroy the grass. That may be true, but there is more grass to be had, and I can conceive of no better use to which the lawn of the park can be put than as a playground for the children and a park for their elders, no matter if it does interfere with the velvety quality of the grass."

A. W. O'Neill, Secretary of the Chicago Special Park Commission, says in *Complete Education* for February:

Twenty-five years ago, when I was a boy at school in England, playgrounds with gymnastic and other apparatus and plenty of elbow room for the boys were considered a necessary accessory of all well-regulated schools. The English race is noted for its sturdy specimens of manhood and for their national love for manly, healthy outdoor sports and pastimes. The foundation is laid in the school playground. Without it the Chicago boy will be only half educated. These playgrounds are absolutely necessary to child development and to save our boys and girls from the evil influences of the streets. The class-room influence of the best teacher is quickly dissipated when the boy is turned out into the street to do as he pleases. This is particularly the case in the overcrowded slum and tenement quarters of our large cities. Give the children attractive playgrounds all the year round and they will go to school more, and trouble the police and truant officers less. * * * It is vital to the success of these playgrounds that the supervision and direction should be in skilled hands.

Experiments in more than twenty different lines of educational work were carried on during a very short term last summer in the

VACATION SCHOOLS OF THE BOROUGH OF MANHATTAN AND THE BRONX.

The Committee on Special Schools established sixty play centers, as follows: Ten vacation schools; thirty-one school playgrounds; thirty-one libraries with reading rooms and quiet games; five kindergarten tents; five outdoor gymnasia; three Central Park kindergarten grounds; two Central Park sketching classes; six recreation piers; seven roof gardens; ten swimming baths; seven barge excursions; twenty elevated railway excursions. In ten of the play centers in the lower eastern portion of the Borough of Manhattan morning occupations were provided. These play centers were called Vacation Schools, and the play occupations constituted the courses of study. Each school was organized to accommodate five hundred children. While the attendance on some individual play centers was three thousand in one day, and more than one hundred thousand children were thus reached, the average attendance for the morning occupations in the ten vacation schools aggregated four thousand five hundred daily, with ages ranging from five to fifteen years. The courses of study from the kindergarten through the industrial work were intended to develop communal and cognate concepts as the system of utilitarian forms produced by the children indicates. Starting with the play instinct, the course led the pupils to an intelligent interest in the industries. "Expression work" was everywhere the order of the day. In the kindergarten the child spent a week with each of the following topics: The park, the seashore, the country, the city, the home. Children in the primary classes were given a general course in drawing, in modeling, in brush work, in elementary designing, and in construction work, involving the making and decoration of useful articles. The children in the grammar classes were given a similar course of more advanced work, in which a variety of utilitarian and natural forms were used as models.

"One day all men will be lovers and every calamity will be dissolved in the universal sunshine."—*Scudder*.

"I cannot tell what you say, green leaves,
I cannot tell what you say;
But I know there is a spirit in you,
And a word in you this day."

—*Charles Kingsley*.

PROGRAMS FROM MANY SOURCES FOR KINDERGARTEN, VACATION SCHOOL AND PLAYGROUND.

WE GIVE below a number of programs of varied character, from which summer workers can choose that which most suits their needs. Miss Nina C. Vandewalker contributes the following, for May, as presented in the Milwaukee State Normal School:

MAY DAY AND ITS CUSTOMS—APRIL 29-MAY 3.

Monday, Circle Talk—How people celebrate May Day. Hanging May baskets at nightfall. Dramatization.

First Table Period: Weaving baskets continued.

Second Table Period: Making decorations for room.

Tuesday, Circle Talk—Other May Day customs. Going to the woods very early and gathering flowers to be placed at the doors or under the windows of friends. (Ref. Dyer's *British Popular Customs*, p. 215-273.)

First Table Period: Making May baskets from card board.

Second Table Period: Making decorations.

Wednesday, Circle Talk—Additional May Day customs. Carrying May garlands from house to house and singing a May carol. Playing "duck under the water" and "cucking the ball."

First Table Period: Making circles from twigs and winding them with crepe paper to represent May garlands.

Second Table Period: The time usually given to the second period of table work will be given to "winding the May pole" and playing May Day games.

Thursday, Circle Talk—Flower myth, "The Star and the Lily." (Boston Collection of Stories, p. 101.)

First Table Period: Representation of the May pole and circle of children in sand table, or with peg board stick, and second gift beads.

Second Table Period: Filling in May calendars.

Friday, Circle Talk—Flower myth, "The Pansy." (Fairyland of Flowers, Pratt, p. 186.)

First Table Period: Circular paper folding, or sewing of flowers with three petals, such as the trillium.

Second Table Period: Free representation.

Songs and Games: "Finger Play of the Flowers." (Kg. Mag., Vol. VI., p. 798.) "The Flower Basket," (Blow.) "Stars and Daisies," (Smith II, 68.) Sense games.

HOW PLANTS LIVE AND WORK.

Monday, Circle Talk—The flowers we have told about could not grow without the helpers—wind, sun and rain. The wind gives them fresh air to breathe and the rain gives them a drink. They need food to make them grow just as the children do. The plants' food, how obtained.

First Table Period: Modeling a plant with the roots with which it drinks.

Second Table Period: Drawing a plant in a flower pot.

Tuesday, Circle Talk—Plants do something else that children do—they breathe. Let children breathe out vapor into a glass, making it cloudy. A plant should have been covered by a glass beforehand, to show a similar cloudiness.

First Table Period: Free cutting of the leaves with which the plant breathes.

Second Table Period: Making designs on basis of these with equilateral triangular tablets.

Wednesday, Circle Talk—Plants can still do other things that children do—they can move. Cannot walk or run about from place to place, but can turn to the sun, can creep, climb, etc. How?

First Table Period: Painting a portion of vine on wall of Normal building.

Second Table Period: Weaving mat to show tints and shades of green.

Thursday, Circle Talk—How plants sleep as compared with children's sleeping. An oxalis plant should be placed in the closet the day before, and taken out to show the sleeping position of the leaves. Other plants and blossoms shown asleep.

First Table Period: Sewing of three-leaved clovers.

Second Table Period: Making from parquetry a form of symmetry with tints and shades of green.

Friday, Circle Talk—How plants tell things. That they are happy and well by looking clear and bright and having many flowers; that they are sick or unhappy by drooping or turning yellow; that they are asleep by closing their leaves, etc.

First Table Period: Finishing clovers and painting them.

Second Table Period: Free representation.

Songs and Games: "The Little Plant," (Song Echoes, p. 25.) "The Little Seeds," (Kg. Rev., Vol. X. p. 613.) "Pitter Patter," (Song Echoes, p. 24.) "In My Little Garden Bed," (Poulson Fincher Rhymes.)

A STUDY OF TREES.

Monday, Circle Talk—Not alone the little plants, but the big trees are at work now. The trees' eating, sleeping and moving. What they have been doing all these pleasant spring days. Observation of twigs. The places where the trees show it is growing—the buds. What is in them. (Ref. Newell's "From Seed to Leaf,"

and Howe's "Systematic Science," pp. 27, 117, 156. The Child's World, p. 253.)

First Table Period: Modeling of twig with buds.

Second Table Period: Sewing or painting of representative leaf—elm or maple.

Tuesday, Circle Talk—Out of doors observation of the shrubs on the lawn to note condition of buds. Observation of trees of adjoining streets with reference to swelling of buds.

First Table Period: Drawing trees and shrubs, contrasting the size.

Second Table Period: Cutting twig with buds.

Wednesday, Circle Talk—Indoor observation of twigs with buds, as to position and arrangement of latter; different kinds of covering on buds; their contents, leaves and flowers.

First Table Period: Making an impression on a leaf on a clay plaque.

Second Table Period: Painting twigs with buds arranged in pairs.

Thursday, Circle Talk—Out of door study of a maple and an elm tree, noting difference in bark and general direction of branches.

First Table Period: Drawing of elm and maple tree.

Second Table Period: Modeling or painting of maple keys.

Friday, Circle Talk—Observation of a fruit tree, if possible, one in blossom. Things that grow on trees—apples, nuts, acorns, etc.

First Table Period: Modeling of different kinds of fruits growing on trees—apples, nuts, acorns, etc.

Second Table Period: A and B, free representation; C and D, exercise with first and second gifts, the first representing the soft colored fruits; the second the hard nuts.

Songs and Games: "The Orchard," (Song Echoes, p. 119.) "Cherries Ripe," (Walker and Jenks.)

THE FARMER'S WORK IN SPRING.

Monday, Circle Talk—Many things besides the trees and the flowers are growing rapidly now. In the country we should see great fields of brown earth with little green shoots or buds coming up all over it. This the farmer calls his corn field. There are other fields where the grass for the horses, cows and sheep is growing very fast. (Corn should have been planted out of doors or in a window box so as to come up at this time.)

First Table Period: Laying out fields in sand table or with peg boards, green sticks representing the corn coming up.

Second Table Period: Painting the shoots of corn.

Tuesday, Circle Talk—What the farmer had to do to the corn-field before the corn could come up—plowing, planting.

First Table Period: Modeling an ear of corn.

Second Table Period: Sewing in squares as the corn is planted.

Wednesday, Circle Talk—The work that the sun, wind and rain

must do after farmer has planted the corn. Other things the farmer plants—potatoes and other vegetables. Examination of potatoes sprouted beforehand, and of one not sprouted, noting the eyes. Examination of potato planted in window box.

First Table Period: Modeling of potato.

Second Table Period: Drawing or painting of potato with sprouts.

Thursday, Circle Talk—Still other things the farmer plants—beans, peas, radishes. Examination of all of these previously grown in window box or out of doors.

First Table Period: Cutting of bean or pea pods from seed catalogue or green paper.

Second Table Period: Drawing a painting of bean plant or pea-vine.

Friday, Circle Talk—How the horse helps the farmer do all this work. The farmer's care for the horse.

First Table Period—The farmer's barn made of gifts.

Second Table Period: Free representation of any work done during the week.

Songs and Games: "The Farmer," (Blow.) "There Was a Field," (Poulson's Finger Rhymes), "Song of a Loaf of Bread," (Gaynor, p. 15), (Ref. Child's World, p. 321.)

The following

OUTLINE FOR MARCH AND APRIL

we reprint from the Chicago *Institute*, with permission of Miss Anne E. Allen:

Working with one's hands, instead of holding its place among the blessings of life, has been looked down upon as only intended for those who have been forced by poverty to engage in it. In order to reinstate manual labor to its really high position in the economy of individual as well as national life, we must begin to dignify it in the eyes of little children. He who works well, who accomplishes in the dearest, most skillful way a piece of work, earns the respect of all.

When each one does his share of work and seeks to make this share a help to the whole, working toward the perfection of that which will be of service to the most people, then must his place in the community be recognized and respected. For this reason, certain duties should be given each child at home and at school, the performance of which in the best way shall be easily recognized as necessary to the good and comfort of all.

The preparation of the earth by the spring winds, rain and sun for its summer occupation by plant life offers us a wide field for experiment and observation. Each element performs its function in its own time, and when all work together equally, the result is shown in the perfect growth of vegetation.

Beginning in March, we shall observe closely the work of the wind upon the earth and its function in domestic and commercial life, in nature, and in play; and we shall endeavor to find out our relation to the best use of it as a power.

PROGRAM.

Function of the wind in domestic life: Drying clothes and drawing water; in the country turning the fans of the mill.

In commercial life: Blowing ships whose sails are spread.

In nature: Blowing old leaves and grasses out of the way and getting seeds out of crevices.

In play: Helping to fly kites and to turn pin wheels, weather vanes, etc.

Watch the direction of wind and find which wind prevails; which wind is warmest, which coldest. Observe work of the wind outside, and make excursions to the park as often as the weather permits to watch for seeds, return of birds, etc., and examine condition of earth.

April will bring warm rains. We shall watch the thawing of the earth and get different kinds of soil, loam, sand and mixed loam and sand, put in boxes or flower-pots, and test the nourishing qualities on the growth of beans or peas. Also test growth under different conditions—with and without water, sunlight, warmth and different soils. Observe changes in nature as spring rains begin and sun grows warmer, seeing how all the elements work together to prepare for summer.

Next we shall take up house-cleaning within doors.

Articles needed: Brooms, dust-pans, tack-hammers, tack-claws, tacks, nails, scrubbing-brushes, chamois-skin, dust-cloths, buckets, ladders, picture-hooks, paint, paint-brushes, mops, water, soap, sapolio, etc.

WORK FOR EACH PERSON.

Mother's work: Putting things away that are not to be needed soon again, such as the heaviest bedclothes and clothing, and with the father's help, selecting new decorations, furniture, etc.

Children's work: Keeping clothes and toys picked up and out of the way, and keeping hands off new things; trying to dress themselves, and to be as careful as possible not to step on clean floors with soiled shoes.

Maid's work: Taking up carpets, wiping up floors, cleaning walls and paints, beating mattresses, airing bedding, washing curtains.

Man's work: Beating carpets and rugs, oiling and waxing floors, carrying all heavy furniture, etc.

Materials: Paints, charcoal, chalk, painting landscapes, (illustrating stories, etc.); clay (illustrating stories); paper, scissors and paste; large blocks; second, third, fourth and fifth gifts; triangu-

lar and square tablets; sticks, rings and lentils for decorative designs.

Stories: "Bluster, Bright and Sparkle;" "One Day With the Wind," and "The Flying Kite."

Games: Wind horses, wind blowing clothes on line; windmill, ships sailing, kites flying, flags in wind, weathercock, wind blowing leaves and grass.

Songs: Weather song, "Rain Cloud," "Wind Song" (Hill's Songs.) "Rain Coach, Rain Shower;" "The Sunbeams," "The Sun," (Smith's Songs, part II.); "Wind Song," "Windmill," (Smith's Songs part I); "The Windmill," "The Wind" (Gaynor's Songs); "Sons of Aeolus," (Moore and Hill Songs.)

Instrumental Music: Instrumental Characteristic Rythms, part II., Clara Louise Anderdon; Musical Rythms for Piano, A. D. Scammell.

Rhythm: Bowing Movement, music by A. D. Scammell.

Game of Drying Clothes: Place several children at arm's length to represent posts. Rope stretched by grasping hands.

Other children bring out washing, which may be their handkerchiefs, or towels, or imaginary articles. Still other children may find out direction of wind and stand in corner from which it comes representing blowing of wind. Sunbeams may also dance around washing and when dry, it may be taken in and clothesline and poles turned back to children.

Sailing Ships: Wind represented by children, coming from direction discovered outside. One child represents a ship, holding towel or apron for sail. A sailor spreads sail against wind, and ship moves off. He lowers sail and ship stops moving. Several ships may sail at once. When direction of wind changes, sailor changes sail to catch the force of it.

From the annual report of Miss Sadie American we reprint the following interesting outlines of work in Chicago as submitted by the teachers in the different departments. Miss Katherine Martin, of the Foster School planned this:

KINDERGARTEN OUTLINE—General subject for the month "Daily life in our homes, involving the typical activities of the daily life and their relations to the life about us, involving also suitability of characteristic furniture to meet the needs of the family and the universal uses and needs of the community as a whole.

"First, taking the morning as the waking up after a night's rest, lead to the use of the bedroom as a room set apart to satisfy one's need of sleep, a family need; from that lead to other rooms.

First day—Begin houses; bedroom furniture.

Second day—Source of furniture; go to store; dramatic play or reproduce in picture.

Third day—Finish bedrooms; pictures; detail work.

Fourth day—Daily work; preparation of food; actual experience.

Fifth day—Source of supply; grocery store; (visit, dramatic play or reproduce in picture.)

Sixth day—Begin to furnish kitchen.

Seventh day—Need of milk to drink; milkman (play.)

Eighth day—Finish kitchen furniture.

Ninth day—Preservation of food; ice man; (wagon and box in house; Hoky-Poky.)

Tenth day—Source of supply of wood or coal to cook with; wood yard or coal yard.

Eleventh day—Use of dining room; social predominating.

Twelfth day—Dishes; go to store; re-live experience; buy toy dishes.

Thirteenth day—Children's work in helping wash dishes and in putting them away; getting ready for school, actual experience; making cloths and towels to take home; dramatize.

Fourteenth day—Father's work; making clothes; machines; sewing. Dramatize cutting and drawing.

Fifteenth day—Mother's work while children are at school; making beds; bedding for doll beds, etc.

Sixteenth day—Sweeping; dramatic play; also making toy brooms and dustpans; also dusters.

Seventeenth day—Making clothes for children; dress dolls; go to store; clothes-pins and china dolls; play dry goods store.

Eighteenth day—Summer hats and parasols.

Nineteenth day—Baking and putting up fruit; actual experience.

Twentieth day—Scrubbing brushes, pails and mops for houses.

Twenty-first day—Paint houses; put in matting and rearrange to take home.

This, with the excursions and parties, makes a good full diversified program. Nature work will come in, in song, story, excursions and pictures.

Miss Mari Ruef Hofer writes as follows concerning the

MUSIC OUTLINE.

The character of the vacation school music should be recreative and vitalizing, refreshing and uplifting to body and mind, while the spirit of song should prevail.

For this reason no formal music teaching will be done, no books will be used. Only such songs will be used as will have a direct bearing upon and relation to their daily experience, in connection with the work of the school and the excursions. Patriotic and national songs will be chosen in reference to the prevailing nationalities of the neighborhood. This will involve history of race, folk songs and dances.

A special correlation of music and rhythm will be made, with the

effort to utilize the impulses gained through the music in rhythmic expression as a basis for the physical training.

In the singing especial emphasis will be laid upon correct vocal expression through the medium of the song. All the songs will be carefully graded and selected, appropriate to both subject matter and capacity of children.

Some child study observations will be made as to musical preferences of children. Special attention will be given to the hearing experiences of the children and to reproducing the sounds of nature. Some hearing tests will be made.

In some of the schools there was also a great deal of rhythmic drawing, and many imitative exercises and games were practiced to the accompaniment of song.

One of the pleasantest things about the excursion was the general habit of song while riding to and from the city on the cars. The presence of the teacher of singing was not necessary—spontaneously as it were one song after another was taken up and sung through by the children themselves, thus demonstrating that a new form of social enjoyment and moral uplift had come to them. It would be unfair, however, to claim that this power came wholly from the music of the vacation schools. The effect of singing in the regular schools is likewise an important factor.

From Miss T. M. Bevans, of the Haven School, we quote the following:

PRIMARY MANUAL TRAINING OUTLINE.

The manual training room should be the workshop of the school.

The first aim of the manual training departments should be to satisfy wants in connection with other departments of the school.

Second, to satisfy some individual wants not closely connected with the school.

As to the first, one does not need to be a keen observer to see the need of lunch boxes. A lunch box could also serve as a specimen box.

Fly nets, and in some cases drag nets, might help in the nature study. For the gymnasium or playground the Faba-baga board (using bean bags made in the sewing room) and the ring toss might afford some adequate exercise.

Considering the second function of the department, a number of games and toys can be made which will perhaps be better than "useful things."

Two marble games may be made, one of which would suggest the making of bags for the marbles in the sewing room.

The Spitz block and bat is a good piece of shop work, and the game of Spitz can be played in any vacant lot or in the street and demands considerable physical activity.

A whistle, jumping-jack and weather vane, as well as many

other things, may make manifest wants that would not appear were there no opportunity to satisfy them.

1. In connection with the excursion—Lunch box, insect box, fly net, drag net, boat net.

2. Games for gymnasium—Faba-baga board and ring toss.

3. Other games and toys—Spitz-block and bat, marble games (two), whistle, jumping-jack, weather vane, croquet set (for a group-parlor croquet), clay house and furniture (for the kindergarten of the building.)

Bean bags and bags for marbles could be made in the sewing room.

The following is a list of the industrial classes of the vacation schools of the Borough of Manhattan and the Bronx, New York City, last summer:

FOR GIRLS.

Domestic science.
Doll making.
Millinery.
Knitting and crocheting.
Cooking.
Dressmaking.
Embroidery.
Paper flower making.
Sewing.

FOR BOYS.

Toy making.
Cabinet making.
Venetian iron work.
Cane weaving.
Designing.
Wood carving.
Fret sawing.
Cardboard construction.
Chip carving.
Clay modeling.
Knife work.

The instructors were almost without exception teachers who were not otherwise employed in the public schools.

FRUHLINGSLIEDCHEN.

CAROLYN TEBBETS.

Pussy Willow unbuttons her coat of soft brown
And steps forth decked out in a dainty gray gown.
Daffodils gay in their dresses of yellow
Are circling and beckoning each to his fellow.
While tulips by scores, in glistening frock
Of crimson and gold, soft pink, and white, rock
Back and forth, and sing out in their glee
"Persephone's coming for you and for me!"
Bluebird, atilt on the highest elm branch,
Sees the baby-buds stretch and awake from their trance.
Takes up the glad cry and carols so free
"Persephone's coming for you and for me."

The Chimes of Dunkirk.

Allegro.

COUNTRY-DANCE.



FINE.



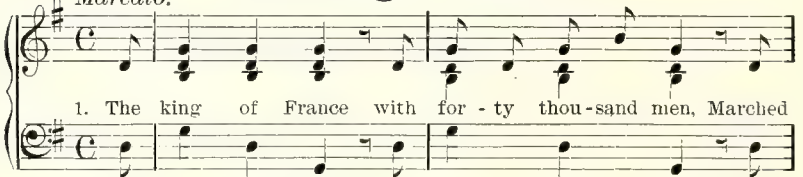
D.C.



DIRECTIONS. Beat three times with the foot during the first two bars, then clap their hands three times during the third and fourth bars, and then all dance in a ring. Other figures may be introduced as desired.

The King of France.

Marcato.



1. The king of France with for - ty thou-sand men, Marched



up the hill and then marched back a - gain.

- 2 The king of France with forty thousand men. Gave salute and then, etc.
- 3 " " " " Beat their drums and then marched back again.
- 4 " " " " Blew their horns and then marched back again.
- 5 " " " " Waved their flags and then marched back again.
- 6 " " " " Drew their swords and then marched back again.
- 7 " " " " Shouldered arms and then marched back again.

DIRECTIONS. Children stand in two opposite rows facing each other. One child marches between the two rows, giving gestures and singing. As he steps back, the two rows repeat, marching toward each other and back to place. A new leader is occasionally chosen.

Other imitations than above may be used, but it is well to keep them within the sphere of the soldier, until that is exhausted.

This is a sample page taken from the new collection of "Sing and Circle Games, Old and New," arranged by Mari Ruef Hofer, now in press. 50 cts.

EIGHTH ANNUAL INTERNATIONAL KINDERGARTEN UNION HELD AT CHICAGO.

EIGHT REGULAR SESSIONS AND OVERFLOW MEETINGS NECESSARY.

BRICILLIANTLY illuminated, bright with the freshness and greenery of palms and blossoms, Central Music Hall opened its doors to the International Union of Kindergartners Wednesday evening, April 10, 1901. Kindergarten students in dainty gowns flitted to and fro as ushers, lending added charm to the scene. After an organ solo, by William Mittelschulte, of the Thomas Orchestra, Mrs. Alice H. Putnam, chairman of the local executive committee, called the audience to order. A few cordial words of welcome in the name of the local kindergartners preceded her introduction of Supt. A. G. Lane, who welcomed the kindergartners in the absence of Supt. Cooley, of the Chicago public schools. Supt. Lane paid tribute to the principles upon which the kindergarten was founded and the work it had accomplished. It was helping to solve great questions, to harmonize and articulate the various elements of public school education. Superintendent Orville T. Bright of the Cook county schools then voiced the welcome of his department. He referred in approved scorn to a petition signed by 150,000 citizens recently sent to the state legislature, asking that manual training, libraries and kindergartens be removed from the public schools of Illinois. The kindergarten is here to stay, he said. There are eighty-nine in the public schools, five in private, and two in the suburbs. Chicago is a kindergarten city. It would be easy to obtain a counter petition signed by three times that number of names.

In a flash of broad, illuminating sheet lightning, Jenkin Lloyd Jones, modern seer and prophet, said that he extended no technical welcome to technical training teachers. He welcomed them as women identified with the other two words of their association, *International, Union*. They stand as mediators between high and low, rich and poor, young and old, foreign born and native. The first international bond was established by the workingman when the international labor union was organized. It was fitting that the educational international union should be in the hands of women. He welcomed the guests, not in the name of Chicago, or the United States, but in that of humanity. They stood for the larger life that recognizes the divinity in all humanity; that represents the reconciliation of antagonisms, the reduction of oppositions, the emphasizing of the unities, the swelling of the harmonies.

Miss Haven, the I. K. U. president, was then introduced and acknowledged in gracious terms the welcome thus extended. She

rehearsed briefly the history of the union. The contrast drawn between the first small meeting of ten earnest pioneers in 1893 and the present large assembly was striking and encouraging. Assuming the chair, she presented Miss Fisher, supervisor of public kindergartens, Boston. Her paper will be found elsewhere in this number of the *KINDERGARTEN MAGAZINE*, the subject being "Some Misconceptions of the Kindergarten." She was followed by Dr. Arnold Tompkins on "Egoism and Altruism as Organic Aspects of Education." The large audience was dismissed, to be called together the following morning to listen to the

VALUABLE REPORTS OF DELEGATES.

That a decided expansion has taken place in the kindergarten movement was evidenced by the two-minute reports from all parts of the field. An advance in kindergarten organization has also been made and this may be said to be one of the best fruits of the International Kindergarten Union.

For Charleston, S. C., Miss Evelyn Holmes reported the growth and needs peculiar to the work in the south. She reported for 67 members and gave as an item of economic importance the fact that the kindergartens supported by the cotton mills of the south are better equipped and better salaried than any others.

The report from Brooklyn showed it to be the stronghold for the one session per day kindergartens. Others who are struggling with this problem will do well to secure data from Miss Curtis, the Brooklyn supervisor.

The Lucy Wheelock Alumni of Boston reported 200 members, and the support of the settlement at the South End House, which is in good condition. Many regrets were expressed that Miss Wheelock herself was not present at the meeting.

The Eastern Kindergarten Association sent Miss Laura Fisher as a delegate.

The Froebel Association of Chicago reported a quarter century of service and received just applause. Two new features have been developed in their work since being located at Hull House; the visiting kindergartners and the use of the kindergarten rooms at night by the newsboys of the neighborhood.

Mrs. Shepard reported for the Davenport Kindergarten Association, which is one of the youngest members of the International Kindergarten Union.

Several of the reports showed distinct growth in the direction of successful mothers' meetings and public school co-operation.

The Chicago Kindergarten Club reported a membership of 250, with the eight training schools of the city giving active support.

The Grand Rapids Kindergarten Association was cheered when Miss Wheeler reported that the public school kindergartners were given a leave of absence to attend the I. K. U.

Chicago Free Kindergarten Association reported that its training work was severed from the Armour Institute.

Mrs. Eliza Blaker announced that the Indianapolis Kindergarten organization had secured a special tax for the furtherance of the kindergarten work of that city.

The Fellowship Club of the Chicago Kindergarten Institute sent six delegates and reported the publication of a semi-annual paper called "Gliederungen," as well as the maintaining of a scholarship in the Institute.

One of the most important developments in kindergarten expansion was reported by Miss Kate Spencer of Erie, who was a delegate for the Pennsylvania State Kindergarten Association. The Philadelphia branch of the International Kindergarten Union has applied for membership in this state organization.

Omaha reported for 66 kindergartens.

St. Louis showed its loyalty to the International Union by sending a special car under Miss McCulloch and "Manager" Thomas. It is said that they sang all the way from St. Louis to Chicago.

Philadelphia reported 145 public kindergartens and eight private; also an important course of lectures by Edward Howard Griggs, and the successful use of the uniform program as arranged by Miss Blow.

Minnesota reports a kindergarten department organized in connection with the State Educational Association.

A delegation of forty kindergartners came from Milwaukee and reports forty public kindergartens.

Miss Harriet Philips of Des Moines reported that she represented 18 public and 2 private kindergartens.

The Dayton, Ohio, Kindergarten Club was reported for by Miss Anna Littell, having sent twelve delegates, who represented 18 public kindergartens and 20 mothers' clubs.

Mrs. M. M. Blodgett reported the Chicago Public School Kindergarten Association, and referred to the work as being chiefly protective at present. This association of fifty kindergartners have stood staunchly for one session, higher salaries and the continuance of the kindergartens in the very face of political opposition.

The session closed with the appointment of committees on nomination, time and place, resolutions and necrology.

THREE ROUND TABLES FILLED TO OVERFLOWING.

"Which session did you find most profitable?" asked one training teacher of another. The prompt and emphatic answer came: "The Round Table on Supervision, because it was small in numbers and straight to the point, as well as spontaneous." This session was conducted by Miss Curtis of Brooklyn, following the outline as given on the program, the discussion of each topic being limited to one-half hour. Miss Dozier opened the subject of "Relation of the Supervisor to the Training Teacher." She stated what were

the defects of kindergartners, as evidenced by the work of the graduates from fifteen training schools engaged under the New York Free Kindergarten Association. She listed the defects as follows: Narrowness of view, lack of the spirit of unity, critical attitude toward each other, lack of adaptability to varying conditions, lack of originality, enslavement to the mother training school, total absence of resourcefulness, tendency to slight the housekeeping side and magnify the knowledge side, general unreliability in matters of promptness or regularity, slipshod statements, or even glib talk about lofty principles which are violated in the daily work, inability to make out a requisition for supplies. Miss Dozier spoke strongly of the girl with defective character; she should not be allowed to go out from the training school with a certificate, much less be allowed to draw a salary. The defect of character and the defect in training are the two causes of poor work. High standards of admission and good judgment on the part of the training teachers are essential safeguards.

The discussion was then taken up by Miss Alice Fitts, who spoke for the training teacher; she confessed that there was not much left of a student at the end of two years' training. That even disagreeable reminders were justifiable in helping discipline students. She imposes a fine of 10 cents for every book or article left carelessly in the class room. She sketched the list of great and high things that are expected of a Kindergartner; how she must know everything, stand on top of every department of knowledge; know the past, present and future. The question is, What can a supervisor do to take Kindergartners as they are and make the best of them? Let a student work out any special or individual idea she may have and encourage individuality. Each training school has its good points, but is there any one training school that has all the good points? Unity and good fellowship are essential to good training.

Another speaker told of the benefit in the Boston work which comes thru the course of lectures given by the supervisor to the directing Kindergartners. Miss Laura Fisher discussed the topic of Economy as related to public Kindergartens; the question of one or two sessions should be settled by the fact that if a Kindergartner does all she ought, as vitally as she ought, she has not much left for a second session, or special study. She can do good work only in so far as she has some fountain for the reinforcement of her resource. She must have time for development, especially if she thinks she needs no development. How can children be led on to development five hours a day? Every Kindergartner falls just that much short of what she should be, as she is ignorant of the rest of education. To do the Kindergarten work right one must know what the children come from and what they go to.

Miss Phillips, of Des Moines, recommended thrift in use of mate-

rials in the public Kindergarten and a study of relative values. She has reduced expense for used-up materials to \$10 per year per school. Miss Dozier asserted that there was no educational value to children in picking up chairs and marching around. There was too much time wasted in "getting fixed," in elaborate dismissals, giving out materials, etc. Miss Harrison said that Kindergartners make a mistake in thinking that they are developing the individual when they make the many wait for one. Miss Fisher urged that training schools must go into more professional work, even if there is financial loss, and in spite of it. She recommended that on this account it is wise to incorporate training schools in larger corporations, where the immediate financial point need not be considered. A rising vote was taken in favor of one-session Kindergartens, also preferring morning sessions for the children.

Miss Hardy, of New Orleans, asked how the interest of the public might be stimulated; how educate the managing board of associations. Miss Dozier denounced the usual church room for free Kindergartners as an offense to all that the Kindergarten claims as right environment. She told how good pictures were substituted for chromos, how a stained glass window had been removed in one case. Basement rooms were also repudiated. Mrs. Beebe, of Chicago, said: "It is time enough to bury our babies when they are dead." This conference was full of benefit to the practical workers, who are facing the problems of administration, training and propagation.

CONFERENCE ON PROGRAMS.

Miss O'Grady, of the Teachers' College, New York, led the Round Table on Programs. Direct, definite, open, impartial, quick to grasp the essentials of a situation or suggestion, she made a model leader. Interesting questions were raised and discussed without friction. Indeed, the impartial listeners seemed ready to applaud equally each and every side of a question as it was presented. It was agreed that if a child's environment was such that the familiar activities of every day life were unpromising, that that environment should be studied the more earnestly in order to discover its good possibilities. Also, the school should utilize and continue the usual home activities.

How shall the heroic be presented to the child? Thru the near or the remote ideal? Thru the knight, or thru the policeman, especially if the children know the latter only as the strong arm of the law that arrests the drunken man? Some contended that the knight presented the true ideal of the victor overcoming the wrongdoer. Others, that the policeman interested the child of the slum as the expression of power. Miss Fulmer thought that the ideal policeman was quite within the child's experience. He it was who stopped runaway horses and helped little children across the dangerous, crowded street. This made a fascinating subject for dramatization.

Miss Runyon favored the presentation of the remote ideal. A story like that of the Chevalier Bayard allured by the glamor of romance and of unfamiliarity that surrounded it. Another speaker told of a boy who had long been a torment to smaller children, slyly pushing them into the street, pinching, hitting, etc. His mother, quite unconscious of the impression she was making, at the time of Victoria's death told him of the good Queen who was "kind to poor people," and the little boy was so stirred that from a tease he became a helper and liked to "just help Earle over the gutter," etc. Mrs. Perry, of Boston, thought that as in ancient Egypt and Rome the people finally in their degradation fell to worshiping their living leaders, so there lurked a similar danger in trying to raise familiar figures into the realm of heroes; the ideal would become lowered rather than elevated. The listeners in general felt that neither extreme should exclude the other. There is place in the Kindergarten for both ideals. Must the child have actual experience with all the subjects touched upon in the Kindergarten? was another point raised. It was answered negatively. Let a proportion of the actual be given. The rest should be interpreted by the translated experience of others, pictures, etc. This view is sustained by Richard E. Dodge, of Teachers' College, New York. He has been making special study with reference to this pedagogical point among the primitive Indians. Miss Alice Temple gave the outline of her year's program which centers in the home. The subject presents endless possibilities for variety and progressive development. She uses material not to illustrate but as a means of expression. Miss May McIntyre, of Toronto, led in the discussion about the progress and continuity with the gifts and occupations. She stood for their formal, conservative use. The camp of program-makers was divided on this question.

Miss Graeff told us what she regarded as the most serious snags in the path of the young Kindergartner. These were:

1. Lack of confidence in herself, which led her to do all her work in one way.
2. Tendency to look at all education from the Kindergartner's standpoint alone.
3. An ultra sense of loyalty to her own training school. This led her to regard all trained elsewhere as aliens, barbarians.
4. The temptation to do everything in the hardest way.
5. Lack of general culture.

The remedy for the first is to familiarize the Kindergartner with some of the experiments in the educational world; encourage her to try her own hand. (2) Froebel was but one of many world-voices. She must become acquainted with the great educators from Plato down. (3) "Loyalty when twisted is twin sister to narrowness." Reflect credit on your training school by your openmindedness. Express in your attitude the spirit of the Mother Play "Beck-

oning the Pigeons." (4) Play together more; tell stories, sing songs; take your life joyously. (5) Take up such culture studies as will give you the comparative view of life and a wide survey—Homer, Dante, the Bible. These are the suggestions that may help to "drive the snags out of the channel and enable you to ride into the harbor of Peace." Miss Graeff's splendid, sunny, radiating personality seemed to sum up all the qualities that her five points were to help us to attain. Miss Runyon thought danger lurked in too much breadth. The intensive was necessary as well as the extensive. There was danger of losing balance and loyalty.

ROUND TABLE ON STORIES.

After the luncheon was finished it at once became evident that the Round Table on stories was the popular one. The large hall engaged for the purpose would not begin to hold the people clamoring to get in, and when a member of the local committee came upon two young women who had traveled a long way and were on the verge of tears over their disappointment, it was deemed advisable to secure larger quarters immediately. Negotiations were not completed, however, until after the meeting had fairly begun; and then Mrs. Putnam's announcement caused a general but good-natured stampede to the ground floor of the building, where the chairman, Miss Mary McCulloch, of St. Louis, gathered up the points made and the discussion went forward.

Those who took part were Mrs. Marion Foster Washburne, Mrs. Alice Putnam and Miss Annie Allen, of Chicago; Miss Jones and Miss Wilson, of St. Louis, and Miss Waldo, of New Orleans. Some of the points made were as follows: The teacher must be strong in imagination and must be in touch with the child. She must appreciate and live the subject represented in her story. She must not be overwhelmed by the importance of telling stories, and must be prepared by a "long time for reflection". To read the story the night before will not do. Stories of a high standard should be chosen—stories with "something more than mere prettiness, mere literary merit, or mere morality," to recommend them. Teachers should look for their stories into the folklore and mythologies of different countries. The gruesome should neither be omitted nor emphasized. "We should give value to that which is of value." Our stories must meet and hold the child's interest. The language must be simple, clear and concise. After the discussion closed Miss Gudrun-Thomsen told a charming tale which reminded everyone of the Cupid and Psyche myth and was like it in being too complex and symbolic for Kindergarten children. Miss Poulsson read one of her always refreshing little rhymes.

The Chicago local committee was overwhelmed by the realization that the halls provided would not accommodate the large attendance which fair weather encouraged. The Round Tables were moved to larger quarters, and on Friday morning an audience of seven hun-

dred people was transferred from the Fine Arts Building to Central Music Hall, ten blocks away, all because the open training teachers' conference was more popular than could possibly have been foretold.

BEHOLD HOW INTERESTING IT IS FOR SISTERS TO DWELL TOGETHER IN DIVERSITY.

This was the parodied motto taken by Miss Virginia Graeff, who conducted the discussion at the open training teachers' conference on Friday forenoon. Mrs. Putnam, as chairman of the Training Committee, presided. The subject, which was arranged for at the previous meeting of the Union, read: "The Simplification of Training and Its Application to the Kindergarten." Questionnaires had been sent out previously to thirty-four training schools, and answers were received from twenty-one, also from fourteen individuals. Miss Graeff had received a valuable volume of matter, but was obliged to condense it to a composite twenty-minute paper. She said that the Kindergarten curriculum should apply directly to the child, and as it is impossible to specialize in a two years' course, it was wise to require applicants to be well grounded in science, music, etc., before entering the training school.

Answers to the questionnaire ranged from one extreme to another. As Miss Graeff expressed it, "Some are white, some black, and some a neutral gray." She therefore attempted a general composite picture of the same, omitting the statistics, which she assured us in her irresistible way were altogether too dreary. Every shade of opinion was expressed on the subject of Gifts and Occupations, ranging from free play to the most elaborate of hand work. Only one answer out of the twenty-one suggested simplification. Some discouraged occupations and others reported that larger materials were not used at all. On the question of symbolism of the stories, many did not find the symbolism of such as Mrs. Gatty's stories beyond the child; and one reported she did not know how much the child might learn from such a story, and suggested that we might never know this side of heaven. Three training schools gave no place to music. There is an effort being made to mate the drawing to the psychology of the child. The training schools vary from science to no science. Too much science is given from the standpoint of the specialist rather than from the standpoint of nature work based on the needs of child culture. A distinction has been made by many training schools between the principles of psychology and child study; between the study of mind and its processes and the practical observation of child life in the Kindergartens. It was delightful to see that all training schools use the Mother Play incidental to program work, with the exception of three which take it as a basis. "The Education of Man" and "Pedagogics" are used as text and reference books in the majority. The "History of Education" is provided by specialists in the majority of cases. Three training schools offer courses in the study of

great literature. A printed guide is generally discouraged. The solemn kindergartner is to be regretted and the fun-loving spirit encouraged. Some one described the Kindergartner as being serious at heart but merry on the outside. Miss Graeff's summary will be published in full in the official report of the eighth annual session of the I. K. U. She was followed by five-minute speeches, which we sketch below:

Miss Harrison discussed the topic of games, making several excellent points. The games should train the body to grace, suppleness, but this should be subordinate to the spiritual message. The marches should be simplified from the military labyrinths we now find, and rhythmic exercises should be reduced from the dance to simple time. With respect to the representative games, she asked, "Are they to amuse, to relax, or to educate?" The universal things common to all mankind should be reproduced, not the merely incidental. Confine yourself to the large activities rather than to detail. Express the power and strength of the blacksmith rather than the shape and size of a horseshoe, the flight and freedom of the bird rather than his hop or walk or color. As to the negative element, let that appear in the story but not in the games. The story is vicarious, the game is not.

Miss Stella Wood, of Minneapolis, reported on stories. She found that a boy of two years and ten months cared only for the little tales in which he himself figured.

Miss Eleanor Smith, in speaking on music, was of the opinion that the students should be able to play simple accompaniments, but into which much variety should be thrown, lest dreary repetition grow loathsome to the children. Eschew those cantatas and songs intended only for concert singers. Simplicity of melody does not necessarily mean confining it to five notes. It is easy to find songs for children ranging between F and F.

Miss Mari Hofer said: "For one thing, our musical ideals must be modified when we consider the youngest children. It is possible to employ the constructive method in the Kindergarten, in which voice training, song interpretation, rhythm, piano music may become part of one whole scheme of music training, simplicity being gained thereby. The use of simple, primitive instruments and instrumentation for the little child opens a new field of study."

Miss Law, of Toledo, had "Simplicity in Science Work" for her topic. She maintained that only teachers of the highest order should train other teachers. There are too many training schools of an inferior order. There should be no more than two or three post-graduate schools for the training of training teachers. These should be thereby responsible, and open to those who had had efficient foundation training as Kindergartners. The scientific course should have been received in High School. In the training school science should be studied in its application to the child.

Miss Allen gave two practical illustrations of her science work. Thirty children taken to Lincoln Park several times took but little interest in the strange, wild beasts, but were immensely attracted by the caged Maltese cat. It took three weeks before interest was aroused. Then it was intense. We should not question so much, but let Nature ask them her questions. A week elapsed before the daily visit to the Lake Shore interested them. Then the force of the waves on the bare feet aroused suggestions of its power.

Miss McKinney, of Cleveland, said true science was not to know but to feel. Wrong feeling comes from wrong thought. Let the child be responsible for a plant thru the cycle from seed to seed. Have pets and real gardens.

Miss Carpenter spoke upon the blackboard drawing, making the strong point that in this drawing, as in all others, shadows should be dark and high lights white, and not reversed, as drawers in chalk too frequently do. Such negatives are artistically and morally bad.

Speaking of modeling and drawing, Mrs. De Leewer made the point that the teacher should encourage the child by drawing at the same time with him. Show that you expect a meaning in his work. Oval and ellipse are truer bases of life forms than is the circle; construct a cat or flower on a circle and ellipse or oval and prove it.

Miss Nina C. Vandewalker, of the Milwaukee Normal School, read her contribution to the discussion, as follows: The question for discussion today strikes at the very heart of many Kindergarten problems, for the simplification implied involves such an insight into the philosophy of the kindergarten as to make its technique fall into its proper place, which is a subordinate one. But a technique is simply a means to an end, and its mastery is to be gained indirectly while working for something higher. Unless this is kept in mind one is apt to get lost in the technique. This is the case with many artists and musicians, who fail to express any musical or artistic ideas, though their mastery of technique is wellnigh perfect. Many Kindergartners are in bondage to their technique also, and fail to express anything by its means. The methods of acquiring a technique have been revolutionized the past few years. Formerly the elements of music, drawing, etc., were taught first, but little emphasis being placed on the cultivation of insight which would require that technique for its expression. Now it is artistic seeing power or musical feeling that is awakened, and in its expression the technique is learned almost unconsciously. The principle of subordinating technique to *vision* is as applicable to Kindergarten training as to any other. Kindergarten training naturally falls into two lines. In one the aim is to give an insight into child nature by means of the Mother Plays, genetic psychology, etc. In the other the purpose is to give the student the mastery over the Kindergarten instrumentalities. There is no question but that the emphasis should be on the first, but it seems to me that in most training schools it is

on the second—the mastering of the technique. What story do training school exhibits tell? The student spends weary hours on technique but fails to see the underlying principle. One of the reasons for this, to my mind, is that the emphasis is in the wrong place. It is because we begin at the wrong end. Another and still more fundamental reason is the inadequate organization of the training school courses.

To make my meaning clear, let us follow a junior girl thru a few days' work. In most cases she spends her mornings in practice, for which she is totally unprepared, and which she therefore does at the greatest possible expense of time, strength and nervous energy. For her afternoon work she has Mother Plays; Monday, gifts; Tuesday, occupations; Wednesday, etc. If the desired insight is gained from such an arrangement of work it is in spite of the arrangement and not because of it, for the arrangement itself violates every psychological law.

Instead of these several loosely related courses there should be one strong central co-ordinating course which unifies all the others. The aim of this should be to give insight into child nature, and when that insight has been gained along certain lines, the technique along that line may be worked out. For example, when the student has taken up a child's natural play with reference to its interests and forms, she is ready to take up the subject of the Kindergarten plays and games intelligently and to work out their educational value for herself. When she has studied his play *material* she is ready to consider the systematized play material which Froebel devised, etc. It is only in such a way that she can remain the master of the technique instead of being mastered by it. We cannot get insight by the *external* method. The development of the student, like that of the child, must come from within. In his criticism on the work of the school, Dr. Dewey says that the center of gravity—the center of *interest*—is not in the child, but in the subject matter of the curriculum. Arithmetic, geography, grammar must be learned, regardless of their adaptation to the child's needs or interests. Is not the same criticism true of the Kindergarten? Are not the gifts and occupations something to be got into the children, like the arithmetic or grammar of a later period? And is not the center of gravity in the training school in the technique? The problem in the schools for the past few years has been the *enriching* of the school courses, which only became possible by making the school arts subordinate to the gaining of insight. It has become possible to do so by a better organization of studies of the curriculum.

The remedy for the simplification of the Kindergarten training work is likewise the subordination of technique to insight, and it also is well accomplished by reorganization of courses of study.

Miss Patty Hill reduced the question of simplicity in the use of gifts to four points: (1) The conception of gifts as a means of self-

expression, not a set something the child must pass thru. (2) Selection of subjects simple enough for the child to express with as little dictation as possible. (3) Use of free play, imitation and suggestion without imposing oneself on the child. (4) Use of objects presented for the child to see and handle, thus arousing a strong image of motion and activity before asking for its representation.

Miss May, of Salt Lake City, discussed the occupations also. She said the child should have a chance for free self-expression with material sufficiently pliable.

Miss Fisher reminded us that each one must largely work out her own problems for herself, taking into account difference in age, standpoint and local conditions, and that if we honestly want to simplify we will do so.

Miss Amalia Hofer told of the satisfactory results in giving training students the more artistic lines of color work, sketching, clay, modeling, etc., before the technical series of weaving, sewing or paper folding; not an elimination of handwork, but a closer application of the same along art-industrial lines.

At the close of the conference some one in the audience suggested that a committee be appointed to report on the "unification of work in the different training schools." The suggestion was accepted by the chair. Miss Graeff suggested the appointment of a committee on the "gradation of games, stories, songs, science, drawing, that would be practical."

THE MEMORABLE FRIDAY AFTERNOON SESSION.

Studebaker Theater has witnessed many a university convocation, capped and gowned with all the perquisites of the classics in education, but it has never served a more consecrated occasion than on the afternoon of April 12, 1901. Miss Haven presided. The theater was filled with women and men who approved in their hearts of the two old friends and fathers of the Kindergarten who were to speak, and all anticipated the loftiness of purpose which must be the content of every word uttered by these men who have consistently stood for the truth for forty years.

William N. Hailmann and Francis W. Parker have given the denial to Shakespeare's beguiling philosophy that "all the world's a stage, and men and women *merely* players." They spoke living words on that afternoon, and their long years of service was a foregone reinforcement to every word uttered. The audience was in high mood even before the address began, and this mood rose with the prophetic statements of the two speakers, whose addresses we give in full elsewhere.

Dr. Hailmann sketched the ideal school of the future with such serene faith that every hearer became an optimist—such an optimist as proves his dreams in deeds. One city superintendent of schools said with conviction: "Every word of that may be realized and must be." Only one who has been disciplined by the high faith that is in him

can speak of what is his life-purpose with such unostentatious conviction as did Mr. Hailmann on this occasion. The Swiss sturdiness was evident in the diction as well as the delivery of his paper.

And then came Francis W. Parker before the audience of friends, and a thousand Kindergarten co-workers greeted him in all heartiness. What may have been the Colonel's feelings to face for once an audience knowing that there was neither pedagogical combatant nor philistine lurking in the galleries. One must needs climb high to see far, and the men and women of the valley are unbelievers only because they have never seen the sunrise from the mountain top of the ideal. We were taken to the heights by the speaker and were shown the beauty of the spirit which maketh alive. Colonel Parker paid high tribute to Miss Peabody, Madam Kraus-Boelte, and the daughter of Agazzi. His reference to the work of the pioneer of the Northwest, Mrs. Alice H. Putnam, was responded to by a cheer of unanimous approval. Surely this session of the I. K. U. was conducted in the spirit of Comenius, Pestalozzi and Froebel.

SOCIAL SETTLEMENT SESSION.

South Halsted Street was a river of Kindergartners on Saturday, April 13, when no less than six hundred made their way to Hull House. Miss Haven presided at the regular session of delegates in the Hull House theater, while an overflow meeting occupied the main drawing rooms below. An appreciative welcome greeted Miss Addams, whose guests we were. In her usual direct way she told just what the audience was instructed to hear. In substance she said:

If Froebel were to come back to earth, he would be distinctly disappointed to find that Kindergartners were so largely occupied with children. His was a theory of life—not of child education only. He felt that childhood and its nurture was the foundation and important; he worked out a special scheme for three years of life, but always hoped and meant that it should extend further. If the Kindergarten is largely based on self-expression and vocational life, rather than on meditative life, it has a magnificent opportunity for applying its ideals by living among people and furthering their necessary occupations and vocations. Every girl, boy, man or woman able to work is occupied in household work every day. The Kindergarten should come in to help the people do this work in the better way and find life in it. If you do not see this, then go back to Froebel and study him a little harder. The influence of the little child in the home is sweet and uplifting, but it is only a part of the home life. To get the mother's interest thru her home life is good, but she has other elements in her life as well; it is not all made up of housework and baby tending. You would attach a meaning to childish acts; why not to the acts of adults also? During the past year a labor museum was opened at Hull House, showing native textiles, weaving loom, etc. A Syrian woman of the neighborhood comes in evenings and shows how her people weave. Neighbors who

will not come out to lectures or meetings will crowd around the loom, intensely interested in this simple activity, watching the growth of a piece of cloth. Children may be trained to see methods as well as aims and ideals thru participation in simple occupations. Kindergarten philosophy may well be challenged if it does not show adaptation of this kind to the practical issues of life. There is something besides developing the individual—it is the developing of the social sense. We expect from you occupations which shall be something more than an offset to the unfortunate surroundings. The grind of the children who live in homes that are a single crowded kitchen must be interpreted and dignified.

Miss McDowell then told her experiences in organizing and conducting mothers' classes in settlements, and the evolution of the Woman's Club, which is a bigger and better thing than the mothers' meeting. You must appeal to the woman before you can make a better mother; for a woman is not a true mother until she has reached a consciousness of womanhood. In eleven years' time a Mothers' Club of ten has grown into a Woman's Club of three hundred active members. And one explanation is that a woman has a right to be something else than a breeder of the race and a cooker of three meals a day.

Mrs. Roger McMullen, vice-president of the National Congress of Mothers, brought the greetings of that organization and added an earnest word to the program.

A musical program conducted by Miss Eleanor Smith closed the session. Eight of the neighborhood babies sang Miss Smith's songs, "The Sap Has Begun to Flow" and "Rain, Rain, We Love You So." Older girls sang spinning and weaving songs, the English dairy song of "Mary, Polly and I," and folk songs. The program was closed by the singing of a sweatshop plaint by two young women which was painful in its realistic pathos. There was considerable question on the part of those present as to the desirability of the precedent set by this publicity of the children. It was justified in this case because they were at home in Hull House and accustomed to the fact of many meetings in which they and their families participate.

The residents of Hull House opened all the privileges of the buildings to the Kindergartners, who were escorted in groups, and many of whom said their last good-byes over a hearty lunch in the Coffee House.

On the noon of Thursday, April 11, a luncheon was served in the Woman's Club rooms, to officers, standing committees, delegates, speakers and associate members. There were favors, flowers and an orchestra. The guests were seated in seven great circles, with groups of Kindergartners for the servers. The reception held in the same rooms on the evening of Thursday brought out nearly a thousand friends of the good work and was a reunion on a large scale.

The official envelope, which was originated by Miss Laws at the Cincinnati meeting, contained the program, badges, cards of invitation, a city map and directory of the Chicago Kindergartens. The latter have been visited daily by groups of out-of-town workers.

MATTERS OF BUSINESS AND POLICY.

The Corresponding Secretary, Miss Runyan, reported great vitality within the ranks of the Union, which now includes seventy-four branches, seventy-five associate members and six life members. The entire number of individuals in the Union is 7,116, which is an increase of 800 during the past year. As a special evidence of the growth in the international direction, it was reported that the Froebel Associations of Great Britain and Ireland were corresponding with reference to membership.

At the N. E. A. convention, held in Milwaukee, a special committee was appointed to consider the advisability of combining the Kindergarten section with the elementary department. Among the members of the committee appointed were Dr. Dewey, Superintendent Hailmann, Mrs. Putnam, Superintendent Jones, but no report has as yet been submitted by them. The matter came up for discussion at the business meeting of the International Kindergarten Union, and the sentiment of the meeting was in favor of a closer affiliation of the Kindergarten with the great educational movements of the country; also in favor of a combination of the two departments, providing the word "Kindergarten" could be incorporated in the title of the department.

The Committee on Resolutions extended thanks for all the usual courtesies in the usual way, and offered a resolution to the effect that the meetings of the International Kindergarten Union are of great value and benefit to the Kindergarten work and workers throughout the country.

Invitations were received from the cities of Charleston, Milwaukee, Grand Rapids and Boston for the next meeting of the International Kindergarten Union. The Committee on Time and Place recommended Boston for 1902, which was adopted. Grand Rapids extended her invitation for 1903.

The Committee on Nominations reported the following officers, who were elected by ballot, ninety-nine delegates voting:

President—Mrs. Alice H. Putnam, Chicago.

First Vice President—Miss Laura Fisher, Boston.

Second Vice President—Miss Mary D. Runyan, New York City.

Recording Secretary—Miss Bertha Payne, Chicago.

Corresponding Secretary and Treasurer—Miss Fanniebelle Curtis, Brooklyn.

Auditor—Miss Harriet Niel, Washington.

The time for the next meeting was left to the decision of the Executive Board and Local Committee.

Miss Haven made valuable suggestions to the Union with refer-

ence to its future policy, based upon her own experience. A revision of the constitution was recommended and the following committee appointed to report such changes as may be deemed advisable at the next meeting of the Union: Mrs. Mary B. Page, Miss Cynthia Dozier, Miss Mary McCulloch, Mrs. Stannard, and Miss Stella Wood.

A special committee was also appointed, empowered to consider a readjustment of the financial policy of the organization, as follows: Miss Caroline T. Haven, New York City; Miss Fannie-belle Curtis, Brooklyn; Miss Lucy Symonds, Boston.

Colonel Parker's address, "The Science of Education; its History and Present Outlook," will appear in the June number of the KINDERGARTEN MAGAZINE.

On to Boston in the spring of 1902!

SOMEBODY'S GARDEN.

The rose is made of little frills,
The lily is a cup;
And goblets are the daffodils
From which the fairies sup.

The daisy is a darling sun,
So small and round and sweet;
The sunflower is a bigger one,
Though never half so neat.

It sounds mysterious, and yet
You really can't deny
The lovely little violet
Was once a piece of sky.

The orchids, that I may not touch,
Are curious, like shells;
The hyacinth reminds me much
Of lots of little bells.

In fact, through all our garden plot,
In summer time or spring,
There's hardly any flower that's not
Just like some other thing!

—Margaret Steele Anderson.

SOME MISCONCEPTIONS OF THE KINDERGARTEN.

LAURA FISHER, SUPERVISOR PUBLIC SCHOOLS, BOSTON.

THE kindergarten has critics numerous and bold. It would indeed seem, in a way, to be the observed of all observers, and is quite in danger of having its head turned as a result of so much attention. To preserve it from so disastrous a fate I propose to try to remind ourselves of some of the familiar, but somewhat obscured facts about our work as over against numerous and marvelous misrepresentations and misconceptions. I shall not attempt to treat all the misconceptions abroad. They have been prolific of much literature and would require voluminous handling. I shall speak of some of those only that seem to me most important to a body of kindergartners, and appear to be most prevalent. These are to my mind, the false conceptions of,

First, the nature and use of Froebel's gifts.

Second, the purpose and place of the Traditional Kindergarten Games.

Third, the character of what for want of a better name, I shall call Kindergarten Discipline.

IN REGARD TO THE KINDERGARTEN GIFTS.—Every intelligent kindergartner must know that it is a misconception to state that Froebel intended that these should be the exclusive objects presented to the child, or the only toys with which he should be allowed to play. Froebel repeats again and again that these gifts should be used *together with* all those other objects that come naturally into the child's environment, and which are legitimate objects for the child to use; also that what the child does with these gifts should likewise be done with other things. In *this* way the child will, thru actual contact and experience, gradually perceive the connection between these typical objects and those individual objects with which he has thus associated the type.

This Froebelian procedure necessitates that "direct contact with nature, and with the objects necessary to the child's development," the absence of which in Froebel's teaching, has been so greatly deplored by some of Froebel's critics. The second misconception is, that quantities are taught apart from objects. Froebel has never claimed that a knowledge of the properties of objects *could* be learned apart from the objects themselves. On the contrary, he insists that qualities can only be presented to the experiences of the child thru and in objects which he must handle, with which he should experiment, and by means of which he comes to know about both objects and their qualities. To present the child with typical objects (along with large numbers of other objects containing these same qualities) is simply to make a center in which his manifold experi-

* Address delivered before the I. K. U. at Chicago, April 10, 1901.

ences, impressions, discoveries and experiments unite. Whether we agree or disagree with the eminent psychologist, who likewise believes that "the first consciousness of the infant is one big, buzzing, blooming confusion," we certainly cannot deny that it is well even for the young child to begin to learn to bring order into his thoughts as well as into his possessions, and to master his experiences and impressions instead of allowing them to "occupy the saddle and to ride him."

The third misconception is that the Philosophy and Symbolism of the gifts were intended for the child. It seems unnecessary to remind kindergartners that Froebel never intended the philosophy of the kindergarten gifts to be expounded to or understood by the child. He believed that their philosophic basis gave them greater value; but of their philosophy the child is serenely unconscious. Neither do I find anywhere that he even ventured to hope for the advent of an infant prodigy (or monstrosity) who would find delight in the philosophic views or principles upon which his system of education is based. On the other hand, he certainly did not believe that the child is merely a "healthy animal" nor had he any notion of helping or allowing him to become one. Nor did he claim—as some seem to think—that the child's intelligence and character had reached their perfect form and needed no uplifting and upbuilding influences; but while he saw very clearly that motor development and sense perception were *predominant in childhood*, he believed that higher forms of mental activity were forthcoming and necessary, and must be prepared for.

The logic of the gifts based upon Froebel's conception of the laws of development is for the mother or kindergartner who have the child's education in charge. Of their "logical order" and their symbolism the child knows naught. The *perceptible facts* of their succession and use are all that concern him; and as he is so largely in the "sense stage" these should not be difficult for him to perceive. As this philosophy and symbolism have no existence for the child's consciousness as such, it seems idle to waste time and energy discussing their baneful effects; if, however, the question arises—why then does Froebel justify the order of his gifts by basing it upon profound philosophic principles? The answer is clear enough. Froebel, accepting a given philosophic standpoint and believing in its supreme educational importance, applied this philosophy to early education, which to him was most important and least understood. He believes that a philosophy of education must regulate means and methods, and that right means and methods, understood by those who apply them, must have beneficial results; also that a mind thus assisted in the right order of unfolding, would be more vigorous and sane than one hindered in its development by means and pedagogical procedures which are contrary to its nature. It would be just as foolish to say that these philosophic principles should be recognized by the child as it is to disclaim their value because the child knows nothing about

them. We regulate the food we give children according to our knowledge of their digestive processes and conditions. We do not claim that a knowledge of these processes would aid or stimulate their digestion, but one hopes that the salutary effects of food given by the light of knowledge may create proper tastes and desires, and eventuate in the wise choice of foods when the time for choosing arrives; and no thoughtful person would presume to say that these principles are of no value to the child because he does not know them, nor grasp their physiological significance.

So far as Froebel's philosophy regulates the practice of the kindergarten, in the child's use of objects, it can be productive of only good results in the hands of those intelligent enough to use them; but for the many foolish abuses of Froebel's methods by incompetent kindergartners and critics he can hardly be held responsible. The kindergartner who uses her gifts to impose upon the child a knowledge of form and number, who teaches him mechanically how to construct a logical series of forms, who holds a dissertation on what she calls "organic unity" by repeating the statement that his Third Gift with a cube gone is like a man who has lost his arms, and, therefore, cannot do all that he might if he had them; or, that the isolated block is like the child who, because he is naughty, cannot play with the others, and such like folly; that kindergartner is painfully ignorant and lacking in common sense. As for understanding—she has it not. But she is no farther wrong than the one who merely uses the Gifts as means of unregulated and purely spontaneous expression; who arbitrarily imposes on the child some specific thought, which she forces the Gifts to illustrate, and who allows the child to make only such observations as he spontaneously can; or who permits disorderly handling of material, priding herself that thus the children are beginning to make experiments which will culminate in original research. I am not aware of any valuable discovery growing out of disorderly use of blocks or materials of any kind.

One of the most serious misconceptions of the Kindergarten Gifts has grown out of what is commonly called Kindergarten Symbolism. It has given rise to the most extreme travesties on kindergarten methods, practiced in the kindergarten itself and in other grades and forms of teaching. It is well to state at once that not all that passes under the name of kindergarten is kindergarten. There are kindergarten methods of teaching music; kindergarten Sunday schools; kindergarten nature study; kindergarten trained horses; kindergarten everything I verily believe. That children do a great deal of analogizing there can be no doubt, and it is well for us to remember that it is a first step in that process which culminates in the higher analogizing of the poet. But Froebel never contended that analogy is the only or the highest form of thought and he would be the last to make it the supreme method in teaching. The teacher who applies this method to reading, music, nature study, simply caricatures and misunderstands Froebel. It is a commonly recognized fact that chil-

dren see resemblances and that the child *imputes* to one object what he has known in another. He transforms his stick into a horse, a gun, a tree, a soldier, as he chooses, because he can perform various acts representing these things by means of it. So every furry object is a pussy, and every man papa, by virtue of a general common characteristic. While this is an elementary form of thought it has its value—and poor much quoted Pat to whom “a stone is jes’ a ole stone.” loses much that life offers to the child whose stones may be sheep, or whose sticks may be soldiers, but who knows just as well as Pat that they are in reality sticks and stones. That this analogizing has been seized upon by teachers in order to make study interesting we all know, and we realize that it is a cheap abuse of what they call Froebel’s methods. It results in the most grotesque procedure and cheapens every study to which it is artificially applied. And the kindergartner who misapplies it, and calls all cubes papa, mamma and baby cubes, etc.; who ignores that balls are balls and sticks are sticks in trying to teach the child their resemblances to other things, is merely a dull and ignorant kindergartner.

It may also be well—in passing—to remind ourselves that this “childish analogizing” should be the *child’s*, and that the kindergartner has no right to force hers upon him, or to provide it for him. It is further well to remember that to twist Froebel’s Gifts to such uses, and to encourage such practices in connection with the more advanced Gifts or later studies belongs to that abuse of his methods to which I have already alluded. To arrest the child’s development by artificial and external imposition of methods which have value only because they are spontaneous expressions of the childish way of looking at things; and to make permanent, or to prolong a mental act or process beyond the period to which it legitimately belongs, is to commit a serious wrong and injustice toward the child. Any arrest on a plane which is naturally short-lived and transitory is bound to cripple the mind and to rob it of its vigor. That many unthinking kindergartners make this serious mistake there can be little question. That a mistake so prolific of folly and triviality is a tempting target for those who see the shortcomings of the kindergarten and shut their eyes to its true character and purpose, recent literature has adequately illustrated. The world loves to be amused, indeed will pay more on the whole for this privilege than for almost any other; at least, pays more willingly; and to provide trivial entertainment for the reading public is the most effective means we could devise to make it impossible for the thinking public to take us seriously. It is well for us that our friendly opponents should give us a warning even tho they thoroly misconceive. Woe unto us if we fail to read between the lines and correct by word and act the false practices permitted within our realm. No one can fail to realize that they are foolish, harmful, ignorant and un-Froebelian and that they must be rooted out like the noxious weed, lest they choke the struggling plant and rob it of life and development.

Again it is a serious misconception of Froebel's Gifts to suppose that they are designed either for exercises which shall merely illustrate subjects, or for such as illustrate the character of the Gift itself. They are designed to meet the needs of the child, to give him means whereby he can express himself in increasing and developing ways, and to bring home to him a knowledge and mastery of such facts and experiences, of such principles, as are the important elements of childish knowing and the important governing principles of childish doing. Observation in concrete form of those facts that gradually help to unlock the world of inorganic nature, e. g., knowledge of form and number; practice in the mastery of materials subject to the intelligence and will of man, such as result in the conquest of nature, e. g., the arrangement and creative use of material, varied expression in concrete creative form of the results of man's creative power, and the association of the objects produced with the relationships of man to man as expressed in the various institutions of society; the development of habits of self-control, attention, respect for materials, co-operation with others, transformation and construction; the gradual increase of difficulty in the materials used corresponding to the laws of external and internal development; these I consider the important principles governing the practice of the kindergarten Gifts. But to subordinate the Gifts to the illustration of a subject is just as pernicious as to force the exercise in order to show off the Gifts, and to my mind, both equally forget and ignore the child in whose interest and for whose development the Gifts are designed.

THE PLACE AND VALUE OF THE TRADITIONAL KINDERGARTEN GAMES.—Froebel's "Mother Play"—in which he shows us the mother at play with her child—is the basis of the traditional games of the kindergarten. These plays are based upon the traditional nursery games common to mothers of all races and climes. That their form is not literally the old traditional and often objectionable form is a familiar fact, and due to Froebel's feeling that the *essence* of the traditional nursery game, its real value, might be preserved under a less objectionable exterior. The fact that mothers have taught their young children these plays in all countries, at all times, has seemed to Froebel sufficient guaranty of their importance in child-education, and made them worthy of preservation. That the traditional games probably grew out of the imitation of activities and objects within the environment of mothers and children, there can be no doubt; but the fact that the same sorts of activities, objects, relationships, have been universally imitated gives them their supreme value.

Doubtless the child will actively imitate what he observes and will understand thru the imitative act; but there are many forms and aspects of the same object, activity and relationship, and it is but fair to the child that, altho his actual environment may not contain the presence of the higher aspects, his play and his education should present to him that which is the highest because it is the true form—

whether of natural or of human life and activity. Believing in the reaction superinduced by the presentation of the Ideal, Froebel in his version of the traditional games embodies the ideal aspects of life. Believing that only the vision of and the feeling of the desirability of this ideal will incite to effort, Froebel presents to the child a picture of ideal relations with nature and humanity in the hope that thus the child may be spurred to make effort where struggle is necessary. Having rooted his life in these forms of play the latter playing of traditional games will have a richer foundation.

As a matter of experience I should like to state that the children, so the parents tell us, play these kindergarten games a great deal in the home, teaching them to mother, father and other children, and are absorbed in the reproduction of their kindergarten life. If they do not play them in the streets it must be due to the fact that when young children play in the streets it is generally in company with older children who have entered another stage in which games of contest and the like predominate. It is a certain fact that at all events in the home and the primary school these games are eminently popular and that both mothers and primary teachers adopt and learn how to play them, *because the children want them*. This statement is counter to that which declares that "these games are foreign and alien to the interests of infants at this age, and that Froebel and his disciples have made a mistake in carrying down to this stage of development the plays that appeal to childhood at a later period." I am not aware of the correctness of the statement that *all* traditional games minister to the feelings of co-operation, rivalry and struggle for victory. On the contrary many of these deal with the simple activities and relations of home and social life, representing these in crude forms, and also with some of the appearances of nature. Games of contest, rivalry and struggle for victory have their place in the long list of traditional games. But, appealing to more complex feelings they usually appear later (after the regular kindergarten age) on the scene of childish play. Any observer of young children in the home well knows that between the ages of four and five or six years their plays are largely imitative of nature and of human life and that children enlist the co-operation of every available person or object to enact their little drama, whether it be the dramatic representation of disciplinary parenthood and disciplined childhood; or the wild animal threatening life and limb; or Mr. Brigham who comes to get and deliver orders for the market, etc.

To suppose, therefore, that Froebel chose his subjects arbitrarily, disregarding the doings of young children, is a misconception. Any student of traditional nursery rhymes will find in them nearly every subject treated by Froebel in his Mother Play. Any student of Froebel's "Pedagogics of the Kindergarten" will discover that the Mother Plays are not the only ones he advocated and designed for young children of kindergarten age. That we suggest thru play the forms of human labor and the institutions of society is a fact known to all

who have played "Pat-a-cake," or "Here sits the Lord Mayor," etc. And while Froebel saw and unfolded the ultimate significance of these plays, their cruder forms may be found in any good collection of Mother Goose Rhymes.

That the "perceptions of motions,"—"voluntary motor usages,"—and "activities set off by imitative instinct make up a large part of the young child's mental life," Froebel took great pains to state in his "Mother Play," also in his explanation of the use of the Gifts as well as in his treatise on the teaching of language. To appeal first and foremost to activity *thru* activity is one of his well-known doctrines. But while these are highly important they are not the exclusive activities of the child's mental life and Froebel does not propose to ignore others in his enthusiastic defense of these.

That play experience should be based upon actual experience, his insistence upon taking the child to see nature and to observe human activities fully proves. No artificial and superficial teaching of things the child cannot know, was ever advocated by him. Children must go to the fields; observe birds and insects; watch the baker, farmer, carpenter; then they may intelligently recall experiences pictured in the "Mother Play." They must run, jump, dance, skip, throw, toss, catch, chase. All these things shall they do; all such games has he created.

THE TRAINING OF THE WILL.—The most serious misconception of the kindergarten lies in the statement that it sets out to make all things easy, and to insist that the child shall do nothing that he does not wish to do. In other words that it discards effort and degrades freedom into whim and caprice. I am well aware that in many kindergartens this idea of the training of the will goes hand in hand with the discarding of Froebel's Gifts and Games, and a general assumption of the attitude that we must guard spontaneity and must follow the child. I think it is thoroly un-Froebelian. Froebel believed that we must follow the ideal potentially present in the child, latent in all children. That unless the child violates this ideal he does not need mandatory education; *but also*, that the unmarred ideal is seldom, *if ever*, found in actual experience with individual children. The kindergarten and its critics are divided on this most important subject. It is a curious fact that the "Mother Play" opens with a little game insisting upon the necessity of effort, on the part of the child, and is followed by one showing weakness and imperfection, and the painful results of both.

Our position on the subject of kindergarten discipline will be determined by our conception of the nature of the will, and of what to our mind constitutes rational freedom. Certainly Froebel did not hold that the child should do as he chooses, or that "*laissez faire*" should be the law of education or of life. He believed that development was possible only to imperfection joined with struggle. That life is a climbing. If we want to end in anarchy and destruction let us set up the doctrine of *laissez-faire* and spontaneous individualism.

There is no royal road to learning and no approach to heaven on flowery beds of ease in Froebel's kindergarten. Effort in proportion to power, that I consider his fundamental moral principle. We confound the success in which effort results with mere success regardless of effort, when we insist that things must be made easy for the child.

Does not even the baby push and pull and work in his desire to achieve and succeed? Shall we ignore his nature? Shall we rob him of the keenest delight, the sense of power, by taking from the child the experiences necessary both to the development of power and to the consciousness of its presence? And what is lawlessness—but that insistence upon the selfish exercise of thought and feeling that sets up the me against the you and makes the world one great battleground of warring forces? Do you ask me to believe that Froebel would have us develop this in the child? Shall John's whim be allowed to supersede Mary's whim, shall each insist upon doing what they please, and so fail to learn the lessons of co-operation and helpfulness, of recognition, of the rights of each and all, subordination to law of acceptance of what is necessary?

The individual can develop only as he uses increasingly the powers he possesses, and as he combines for good with his fellow-men. Therefore the great lesson of the kindergarten must always be to help the child to use all the power intellectual, moral, creative, that he has; to delight in overcoming difficulties; to desire to learn thru his own activity the things worth knowing, and to make the effort to learn them.

It must begin to teach him that when his inclination collides with his duty there is but one thing for him to do, namely, to ignore his inclination and to do his duty. It must insist that he begin early to perform the tasks that are his and to turn from the help that cripples his powers. It must see to it that he does things not only because he wants to, but because they are his to do. Then, thru the benefits resulting from responsibilities thus met, he will learn to want to do the things he ought to do, and right doing will become joyous, responsibility will turn into privilege.

And finally it must help him to realize that blessedness lies in co-operation with his fellows; in the acceptance of universal ideals; in the elimination of selfishness, self-opinionatedness and of self-assertion. That whim must be chained, caprice must go to the wall, and effort must prevail.

When the kindergarten learns that rational freedom means the realization of a will that wills for the good of all; that true spontaneity consists in doing from within the deeds that are truly human because they are divine; and that child and man alike realize their real abiding self by entering into the larger self revealed in corporate humanity, it will be free from the dangers that threaten it, and from the weakness that assails it. It must recognize as its true mission the task of ridding the human child of his weakness, selfishness and

ignorance. It must contend forever for self-control, self-surrender and self-development.

When the kindergartner sees the young child rejoicing in this self-conquest and hailing the opportunity that leads him to the successful fruition of righteous effort, then may she, too, exclaim: "Mine eyes have seen the glory of the coming of the Lord," for then will she behold the dawn of his spiritual freedom.

KINDERGARTEN AND PEDAGOGY AT CHAUTAUQUA, N. Y.

Educational Psychology, July 6-26, by Superintendent Balliet.

Philosophy of Education, from Hegel to Froebel, July 29-August 16; Amalie Hofer.

Professional Kindergarten Course; Programs, Methods, Social Plays, Games, Arts and Crafts; July 6 to August 16; Mrs. Mary Boomer Page, Amalie Hofer, Mabel Corey.

Kindergarten Supervision and Advanced Work; Mrs. Mary Page.

Kindergarten Preparatory Class, with observation in morning Kindergarten; Mrs. Page, Miss Hofer, Miss Corey.

Children's Music, five hours a week; July 6 to August 16; Miss Harriet Engle Brown.

Send for complete syllabus Chautauqua Assembly, Cleveland, Ohio, or Mrs. Mary B. Page, 530 East Forty-seventh Street, Chicago.

CLOWERS.

The clovers have no time to play.
They feed the cows, and make the hay,

And trim the lawns, and help the bees,
Until the sun sinks through the trees.

And then they lay aside their cares,
And fold their hands to say their prayers,

And drop their tired little heads,
And go to sleep in clover beds.

Then when the day dawns clear and blue,
They wake and wash their hands in dew;

And as the sun climbs up the sky,
They hold them up and let them dry;

And then to work the whole long day,
For clovers have no time to play.

—*Helen Leeming Jelliffe.*

THE KINDERGARTEN AND THE SCHOOL.
ADDRESS DELIVERED BEFORE THE I. K. U. AT CHICAGO, APRIL 12, 1901.

W. N. HAILMAN.

MODERN society is almost universally eager for organization, for the closest vital correlation of its members, for a well-nigh ideal sub-division of effort in a steadily widening common purpose, for the fullest utilization of individual excellence in special directions. Modern society is clamorous for activity, for fullest efficiency and beneficence, for unfailing productiveness, for creative fervor, for individual vigor in the service of the general good; yet all these things have scarcely touched the school as a whole. In a number of the essential features of curriculum, equipment, and even of method, the school still persists in a worship of a narrow past; its eyes still seem to be closed to the supremacy of the eternal now, upon which modern society is firmly builded.

To Froebel we owe perhaps the earliest full formulation of the principles which are to guide the school in complying in its work with the requirements of modern society. In the first place, he demands that the various educational factors—home, school and community—should be in full harmony with each other, organically interrelated; that they should, throughout, base their conscious educational work upon a reverent study of childhood and adolescence, with their steadily expanding experiences and aspirations; that at every successive stage of development the pupil should find in his educational institution an ideal world, affording him opportunities for the full exercise of his powers in rich experience, intense purpose and unhindered achievement, for the free exercise of self-activity in continuous self-expression, individually and socially. To this end he would have the school appeal to the hands of the children, to their eyes and ears and organs of speech, to all that of them lives and grows, in the gaining of knowledge, as well as in the expression of thought and in the achievement of purpose, in the establishment of attitude, in the fixing of character.

This he would accomplish in the kindergarten and in the earlier years of primary school life through organized play, gradually lifted with the help of a rich material and pictorial symbolism into actual work, practically adding to the literary conventionalism of the school, the work-shop and the laboratory, the garden and the studio. At every step the inward flow of experience is to be justified by a corresponding outward flow of efficiency, and all along the pupil's aesthetic and ethical instincts are to be respected, stimulated and

nurtured until they become to him conscious possessions in creative fervor and in the ardor of beneficence.

While fully recognizing the divine destiny of man, Froebel sees in the child primarily the child of nature. From nature, from the earth, the child must draw sustenance reverently. He must learn to love her, to know her forces and her ways, to appreciate and to utilize her gifts in his own service and in the service of his fellows. Her beauty, her truth, her goodness, must become his knowledge, in grateful control, in fervent admiration, lifting him steadily and irresistibly to the worship of the Beneficent Power that speaks to him through nature.

At every successive step, too, the child is to realize more and more consciously his value and, consequently, his duties and responsibilities to those with whom he is associated and to the community that awaits him. More and more consciously, individual drill is to be to him a preparation for social doing. Every onward step in his development is to remove him further from the inferno of isolation and bring him nearer to the paradise of companionship.

Reduced to their essentials, these demands may be summarized, perhaps, in the following words: The school—using this term in its widest sense as embracing all successive educational institutions—must be to the child a complete, practical world, affording him opportunity for the study of nature and man, for work, for his aesthetic and ethical development, for companionship; and, in their work, all successive and contemporary educational factors should be organically interrelated.

Froebel embodied in his kindergarten a lucid solution of the problems involved in these demands. The notorious conservatism of parents and teachers, however, and their consequent slowness in matters of educational development with reference to the requirements of social progress, closed the school in the beginning almost hermetically to Froebel's impassioned appeals and luminous example.

Wisely or unwisely, some of his followers, therefore, recognizing the imperviousness of the school, suggested the establishment of connecting classes, which were to bridge the apparently impassable chasm between the kindergarten and the school.

On the one hand, it is true, these connecting classes vindicated the superior adaptability of Froebel's principles and method of primary instruction. On the other hand, however, they confirmed conservative teachers and the even more conservative public in the illusion that in organization, equipment, and aim, the kindergarten and the school are essentially different and must forever remain distinct institutions. In their eyes, the kindergarten sank to the level of a mere play-school, and they welcomed the connecting class chiefly as a device for curing children of unwelcome habits acquired in the kindergarten, and of preparing them for the legitimate and more serious work of the school.

Even so earnest and enlightened an advocate of the kindergarten as my friend Dr. Harris fell a victim to this illusion. In his address on "Kindergarten and Primary Methods," at Nashville, he gave unstinted praise to the kindergarten; to its philosophy, its aims, its devices, its success in "helping children to a conquest of nature," in conveying to them "the treasures of experience of the race in solving the problem of life," in making them "wise without the conceit of wisdom." But he held that all this applies only to what he was pleased to consider the symbolic age of childhood, a well-rounded period, beginning at the age of four and ending at the age of seven years; that, at the close of this period, the child enters more or less suddenly and completely into a new period, in which the symbolic is to be summarily dismissed and to yield to the exclusive sway of the conventional.

With the advent of this period, he held the time had come when they needed "to learn how to read and write and how to record results of arithmetic;" life, with its inexhaustible epiphanies, was to be discarded so that the child might learn to dig for revelations in the "printed page"; his own ideals and aspirations were to be cast aside or suppressed so that he might "realize the ideal of another"; play and the responsibility to law must make room for work and responsibility to "established authority."

On the side of the kindergartners, too, similar sins might be recorded. Many of them held, not without pride, that they were *kindergartners* and not *teachers*; that under no circumstances should a kindergarten child be permitted to recognize a letter or to guess the meaning of a cypher; that all things which might suggest to the child the school, must be religiously excluded, and other narrownesses of similar import.

Fortunately the demands of modern society for a new education adapted to its needs became more and more urgent and younger generations more and more willing to heed them. Manual training began to assert its claims in separate institutions. Drawing and music gained admission in order to satisfy the aroused aesthetic conscience. The Herbartian movement, with its doctrines of apperception, of interest, its formal stages of instruction, its correlation and concentration of studies, and the child study movement came to reinforce corresponding phases of Froebel's new education. Even the college found a "new education" on similar lines. In a vast number of primary schools the kindergarten occupations, and what is better, kindergarten principles in the various phases of instruction, were introduced with varying success. Thus the kindergarten and the primary school were brought more closely together, the chasm between them disappeared, and the connecting class ceased to be a necessity.

It would have been a delightful task to sketch even in rapid outline the school of the future—and I firmly believe of a very near

future—in which the demands of Froebel's new education, as illustrated in the kindergarten, shall be fully complied with, but this pleasure I am compelled to forego for the present, and to confine myself to the presentation of a limited number of composite photographs illustrating possibly on optimistic background a few of the more important points in which the school is beginning to yield to these demands.

A Rip Van Winkle school inspector visiting, after a thirty or forty years' sleep, a modern school would be—I hope pleasantly—amazed by the strange new experiences that would confront him at every step. He would find the dingy and variously defaced entrance hall expanded into a spacious corridor, adorned with engravings, plaster casts, and other suggestive ornaments, and equipped possibly with a piano.

A feeling of kindly reverence would take possession of his soul, and with strange sweetened spirit he would allow himself to be ushered into one of the primary rooms. This he would scarcely recognize as a class room but for the rows of traditional school desks, for from the walls and from the windows objects greet his view which remind him more of the cultured home than they do of the school he used to know. In vain he looks for the teacher's platform. Even the teacher's desk is hiding in a corner and its place is taken by a capacious table freighted with objects of interest, many of them evidently the results of the children's work. In various parts of the room he finds groups of children busy with some kind of work at small tables; one group at a sand table; one, the largest, engaged in earnest conversation with the teacher; a few children seated at their desks engaged apparently with lessons.

Probably the feeling of kindly reverence that took possession of him on entering the corridor would be intensified, and would serve to him as an explanation of the spirit of order and mutual good will pervading the life of the children in this school-home. Modestly tarrying in the room, he would be charmed with the considerate interest of the teacher in the children's thoughts and feelings, with her wealth of resources, the satisfactory directness of her instruction, with the intelligent responsiveness of the children, the freedom and definiteness of their answers, suggestions and questions, with the skill of their fingers, the neatness and accuracy of their work, with the spirit of cheerfulness and earnestness pervading the room.

Looking more closely into the character of their work, he would find that the traditional "three R's," far from having lost, had gained in every way. In spelling, in writing, in reading, in the control of number relations, he would find the children not only well advanced, but skilled in the use of these things for their various purposes in a rich and eager child life, teeming with spontaneous intelligent interest in every avenue of information. And to these he would find added other skills—in drawing, color work, music, and in a variety of occupations, serving the purpose of self-expression

on the part of the children, furnishing food for their aesthetic, ethical and cultural development.

In another room he might find the children engaged in an orderly discussion of their observations during an excursion which had filled their life on a previous day, child after child giving a clear account of some particular object—some bird or butterfly, some tree or shrub or blooming herb, a portion of a brook or ravine, field or forest—that had riveted their attention. Some of the children in these reports use the crayon in blackboard illustrations. Others produce pencil sketches of what they had seen. All along the teacher injects suitable observations and reminiscences of her own, occasionally even a bit of verse or a memory gem, frequently reinforcing her remarks with simple blackboard sketches. Everybody is keenly interested, because everybody lives and grows. Every listening child hears what is comparatively new to him; every speaking child feels that he is giving information and pleasure. Our Rip Van Winkle may remain long enough to enjoy some definite lesson on natural history or geography, or some spirited language exercise, based on this delightful interchange of experiences.

In a third room our Rip Van Winkle finds the children—some eleven or twelve years of age—so intensely engaged in what afterwards turns out to be a geometrical problem, that they fail to notice his entrance. On inquiry he finds that the teacher has placed upon the blackboard a geometrical design based on the regular pentagon, and the children are seeking to discover the method of its construction. A few minutes later the teacher calls for reports and finds a number of children ready to respond. The reports are clear, explicit, to the point. The construction is dictated by one of the pupils and the children set free to modify the design in accordance with their own fancy. He has only time to assure himself that the work being done by the children is honest, accurate and indicative of excellent taste, and to have this impression confirmed by the results of the previous work which is shown to him. His impression is lifted into conviction by a glance around the room, which in many of its ornaments and even in some portions of its regular equipment is indebted to the work of the children.

In the next room our visitor listens to a recitation in history. The topic under discussion is the battle of Bunker Hill. Child after child rises to recite, yet the recitation seems strange to him. He listens rather to a series of reports. No leading question is asked by the teacher. Only incidentally she injects a remark in order to assure herself that the report is well understood or in order to emphasize certain portions of it. As a matter of course, the bare event of the battle seems to be well understood by every one in the room, and each report deals in detail with some particular phase of it, or with personalities and other events connected with the battle. He listens with a strange enchantment, as do all the members of the class, to the simple, well-told stories, many of them of unquestion-

able literary value, to a few readings of patriot stanzas inspired by Bunker Hill and to a eulogy on General Warren, and is keenly interested and even instructed by blackboard sketches executed by the pupils and representing persons and places connected with the battle.

Every child has had much to do with this report; much that implies earnest research, severe mental discipline and persistent labor, yet each participant in this strenuous work seems refreshed by it, possibly because in the doing of it, he has the gratification of feeling that he was working for others; possibly because there have come to him so much delight and interest from the labor of others.

On leaving school, our Rip Van Winkle has many questions to ask of the principal, many serious doubts to express, some things to criticise, but more to approve. The ground-tone of his impressions is revealed in his parting words "In my days the teacher led in the work of the school, but here the children seem to lead."

He promised to call again on a subsequent day when parents and teachers were to meet to discuss questions of common interest. He kept his promise, and listened with astonishment and delight to an intelligent discussion of a variety of topics in which parents and teachers recited experiences, criticised current plans and suggested modifications in words free from all bombast and other vanities of self-assertion, revealing single-minded devotion on the part of each and all to a deeply felt common duty and responsibility. The meeting had been opened with a simple prayer for light and love and strength; a prayer that pervaded every phase and moment of the meeting, and was carried away deep in the heart of every participant; deep, too, in the heart of our friend.

These sketches may seem optimistic, but they are none the less true and compounded from actual achievements. Indeed, they fall far short of the school of a very near future, in which the expressed and implied demands of Froebel's new education shall be fully realized. With the advent of this school, the kindergarten as a separate and distinct educational device will vanish, because the principles on which it is built will guide every phase of educational work, and the school itself will have become a thoroughly consistent and vitally organized child-and-youth-garden.

A father, whose younger boy had attended the kindergarten, met the teachers and stopped to tell them the difference between him and his older boys who had not had kindergarten training. "They were quite wild and could not be trusted," he said, while "Sammy went straight to school and was interested in his studies." "I lay all to the kindergarten," added the father, as he walked away, pronouncing a blessing on it and its workers.

EXHIBITION OF OCCUPATION WORK AT THE I. K. U.

A small exhibition of kindergarten work from the various training schools and kindergartens of Chicago attracted the attention of the I. K. U. visitors, and of the local kindergartners as well. The training schools represented were the Chicago Institute, the Pestalozzi-Froebel Training School, Chicago Kindergarten Institute, Froebel Association, the Free Association, the Kindergarten College, the Froebellian School.

The work of the children was especially studied. Surely a respect for raw material, a suggestion of its possibilities and consciousness of power over the material world is developed thru the construction of all kinds of delightful things out of simple home materials. Here, as everywhere, however, much depends upon the teacher's insight into the child's interests, needs, capacity. A request has come for a somewhat detailed description of some of the things exhibited. We will describe a few of the most suggestive:

Paper—Wall-paper and mail-bag of brown butcher's paper; the first to hold father's papers, the second for carrying valentines on February 14. The back and front of the latter were united by folded paper. Individual weekly weather reports were made of small booklets, each page containing a small, crude charcoal drawing of a building, and a circle indicative of rain or sunshine. Beads and toy fire-crackers, etc., of red paper, rolled. Gray wrapping paper, correctly cut and pasted, made a shapely fireman's hat.

An entire village was made of cardboard boxes and of manila paper (group work). The church was about a foot long, with red gothic windows, and a steeple in which swung a leaden bell.

There was a dry goods store, with its tiny bolts of rolled up cloth upon the paper counter. A postoffice, a dwelling house and a blacksmith shop were also there; the latter had forge and anvil. A railroad track (straight sticks) ran thru this town, and a car and engine of stiff paper rolled upon it. This, of course, required a car-barn. There was also a fire-engine house. Street lamps were made of a stick for a post, and for the top a spool was halved horizontally and the outside faces joined together; the inner becoming outer. The result was capital. A street-cleaner was on duty, with horse and wagon, and a big brush made of haircloth tacked to a block with a long handle. The child had joined horse and cart by the simple expedient of poking the shaft thru the steed's corporeal frame. A mail-cart also enlivened the short street. The village was on a tableland of average kitchen size.

Wood—Among the things made of wood were ladders, crude, but substantial. A clothespin fence, the pins resting on their heads, and slats for rails. A block of wood with a slit cut into it and a slat balanced therein made workable scales, with bowls of cardboard modeling. A wooden butter dish was painted and made into a boat. A bed, bureau and hat-rack were made of blocks nailed together and painted. Gilt thumb-screws indicated handles for drawers. A tiny ironing-board had been sawed and shaped and covered with an ironing-cloth. This was for actual use in the kitchen. A tiny rustic bench had been made from the last Christmas tree in one kindergarten. That idea should prove fruitful. Two doll houses delighted the child-hearts of the kindergartners. Do you realize how easily a doll house can be made by placing boxes side by side and back to back, with a gable roof obtained by dividing a box diagonally?

What were the furnishings of these small domiciles? Paper weaving gave oilcloth for kitchen, felt weaving gave dining-room rug, and matting was on the bedroom floor. Beeds and straw gave the Japanese curtains, and the really glazed windows had shade and curtains. There was a painted base-board and decorated frieze (stars and circles). The kitchen stove was mounted on twist spools. Parquetry circles formed the lids. A bent pipe of

black paper gave a realistic touch. Chairs were made of cubes with flat wood nailed for a back or seats. Tiny cushions made them comfortable. A piano had carved legs made of two spools, one above another. The keys were of splints, one inch long, with tiny strips of black leather for the black ones. One doll house had an attic, evidently used as the play-room. Brownies decorated the ceiling.

In raffia-ware was a whisk-brush holder, of two circles, bound together by blue elastic. There was also a paddle or racket made of raffia woven over wires, and a beautiful papoose cradle, the wire bent in graceful curves at the one end. Chamois formed the upper covering. Dolls' hats and baskets galore were made of raffia. Beautiful baskets can be made also of braided hat straw.

The *Playthings* were interesting. Here we find the marbles made of clay, painted and baked; a tiny sled of wood, and a boat; the latter was made of a flat piece of wood pointed at the bow, and with the edges so extended at the stern that a paddle wheel could be attached between the two. This was made of two oblong pieces of wood meeting at the axis of the third. Attached by means of elastic bands, it would revolve when the pressure of water was felt. Several pieces of rattan bound side by side into a circle of wire and covered by raffia made serviceable hoops. The stick was rattan, several pieces bound together stiffly. A sword and whip were also made of rattan, twisted together, and raffia was made into reins, as was oilcloth (strips of this were bound together with brass staples). Bells were sewed on. A fine drum was made of a circular cigar box, painted, and with a skewer thrust into a second gift head for a drumstick.

Tin—Tiny garden tools, spade, hoe, rake were made of tin, cut into shape and tacked to handle. One large snow shovel had a blade of wood that had been sawed and planed into shape, and the cutting edge protected by a fold of tin. It was for actual use. Pretty little cups were also made of tin, the fasteners were brass staples. A tiny grater of tin had the roughness made by holes punched in. Leather was made into tiny shoes and pocket-books.

Rugs were woven of worsteds, over small looms; these can be made by placing two parallel rows of tacks, one at each end of a piece of wood. Wind cord back and forth for a warp and weave in the woof. A muffler was made of cotton flannel, and small coverlets of cheesecloth, overcast, and knotted. A beautiful white banner decorated with gilt paint had been made in connection with the Knights; there was a serviceable garden hat of the Chinese matting that comes around tea boxes; it was bound with red cambric. Pretty bonnets were made of white paper, the circular cover buttoned to the rim with staples or collar buttons.

A parsnip had been converted into a churn, with paddle and cover of the same.

One kindergarten makes a point of home occupation. This exhibit showed the dolls clothes and the dust-cloths that children had washed and ironed, and the cookies and biscuit they had helped make. Here also were the kindergarten bead-trays and the family silver they had scoured and polished. The small tub, washboard, clothes-horse, rolling-pin, etc., used in this work which the children so enjoy were also shown.

The display of the children's work in chalk, water-color, etc., was most interesting. Beautiful calendars were made in poster-work, teacher and children working together.

Gertrude House, Chicago, will be open during the summer to students wishing boarding accommodations near the Chicago University for summer study. Colonel Parker's summer institute will be held in this vicinity. Correspond with editor KINDERGARTEN MAGAZINE.

SPRING ITEMS AND NATURE NOTES.

THE name "Kindergarten" was discovered by Froebel on May Day, 1840. This is a legitimate reason for making May Day a great holiday in the Kindergarten year.

Herbert Spencer is 81 years old on the 27th day of April. On his eightieth birthday a year ago, he received letters, tributes and messages of congratulation from all parts of the world.

At the April meeting of the Los Angeles Kindergarten Club more than fifty members and guests assembled to celebrate "Froebel day." The club room was beautifully decorated with potted plants and flowers, conspicuous among the decorations being the German and American flags. The guests were bidden to "a morning in the kindergarten," and the exercises took the form of a typical day's program. Miss Olga Dorn, the president of the club, took charge of the morning circle, ably assisted by Miss Alba St. Cyr Bennet, as musical director. The spirit of the meeting was that of mutual helpfulness through interchange of ideas and practical suggestions for kindergarten work. After the opening hymn all joined enthusiastically and with deep feeling in songs commemorating Froebel's birth. Timely suggestions in the way of new songs and music were given by Miss Louise Torrey, Miss Bennet and Miss Edith Furrey; stories, Miss Agnes Knight and Miss Augusta Carhart. Miss Henrietta Visscher led the march, which had many delightful features, not the least of which was the music under the direction of Mrs. Lilian Bradford. Miss Winona Huntley, Mrs. Mackey and others presented new games. A great deal of interest was displayed in certain packages, surprises, which were placed in the center of the circle. These proved to be finished pieces of work done in the different kindergartens, and these practical suggestions were gladly welcomed, and the idea voted a most happy one. At the conclusion of the games refreshments were served, after which an informal reception was held. —*Emma M. Dunn, Los Angeles, Cal.*

In Brooklyn, N. Y., has been inaugurated an Annual Play Festival, held in Prospect Park. The following description, as given in the yearly report of the Brooklyn Free Kindergarten Society, is interesting and will prove suggestive: "As each kindergarten arrived, a place was chosen under the trees, a ring formed, and games played. When all were assembled, they met at the flower-trimmed May-pole, each kindergarten taking a streamer of red or white bunting. Like the spokes of a large wheel they circled about, singing their May-pole song, and winding the colors about the pole. Then singing "This is the way we form a ring," they formed a circle to play games, till they stood in four concentric rings. Children from different kindergartens chose games that all could play, dancing and skipping games. The children who were not dancing sang and clapped hands in rhythm for the others. There were "flying birds," "butterflies," and last of all, "soldier-boy" was chosen, the captain saluting the soldiers to join his company and carry a flag, while all joined heartily in singing "Three Cheers for the Red, White and Blue."

An added pleasure was the presence of several officers of the society, and members of the committees, who joined heartily in the games. After the play was over, each kindergarten chose a shaded spot, and lemonade was served to all. Refreshed and rested, each group gradually took the cars, and by noon all had left the park, after a very happy time, many features of which resembled the "Play Festival" which Froebel himself led. About five hundred children were present. This is the first general meeting, but separate kindergartens go as often as possible for an excursion, to bring them into sympathy and contact with nature. Our corps of teachers showed their power of good

organization and discipline, for no confusion nor accident occurred to mar the occasion.

The next year the children of fifteen kindergartens participated in the games. The friendly policeman in charge of the picnic grounds, who witnessed the meeting, forming of a circle, playing of the games and orderly dispersion, spontaneously exclaimed: "That is good discipline! I believe in the kindergarten. It keeps children out of institutions."

We owe thanks to the park officials for many favors. They sent a quantity of bulbs which were distributed to all the kindergartens. These were planted by the children either in window or out-of-door gardens, and their bright blossoms were much enjoyed. Permission also was given the children of our kindergartens to enjoy a free ride in the boats at the park lake.

A number of gardens have been made this year. The children themselves have helped to clear away rubbish, and have planted bulbs, plants and seeds, tended them with great care, and have sent flowers into the homes of the children who were ill—and even to church for Sunday services.

On being asked what should be done by way of punishment, when a child is deliberately cruel, one kindergartner answered: "Inflict the same cruelty upon the child." I shrank from this, but recalled how often I had heard good mothers say to a cruel child, "How would you like to be treated like that?" It seemed to me that the imagining of the state of suffering was cure enough, unless the child was a hardened torturer.

C. S.

Are your files for the KINDERGARTEN MAGAZINE from Volume I to Volume 12, inclusive, complete? If not, we would urge that you secure the missing numbers, as copies on hand at publisher's office are limited and being sorted out. Bound volumes can be furnished as follows: Volumes 4, 6, 7, 9, at \$5 each; 9 10, 11 and 12, at \$4 each, bound; unbound, \$2.25. Miscellaneous single numbers at 20 cents per copy.

A prominent member of an Audubon society called to a kindergartner who was attending a bird-lecture: "I am glad to see you here, because you kindergartners talk so much about loving birdies, and the other day I went in to enjoy the children, but found the canary bird in a cage without sand. How could you be so cruelly careless? As well rob the creature of its crop."

A reader of the Kindergarten Magazine writes: "We are planting seeds and gardening with great zeal. But by the time the summer vacation begins, and our children go away, the garden things are just fairly ready to harvest. It looks to me all wrong that the gardens should be left to go to weeds for lack of care. We are aiming to select only early growers on this account."

Over one thousand adults have visited the free kindergartens of New York city during the past year, and 5,000 visits have been made by the kindergartners to the homes of the children. Who shall say where the influence of this work ends? Every kindergartner can afford to count her calling a worthy one, who assists in this home education work.

The following list of creatures have been known to live happily and thrive in city kindergartens: Caterpillar, chameleon, puppies, tree toads, honey-bees, gold-fish, white mice, squirrels, rabbits, hen and chickens, flying squirrel, pigeon, tadpoles and frogs, turtle, canary bird, mocking bird, parrot, alligator, grasshoppers and ants in summer.

On my way to work one morning I chanced upon a little girl—a mere baby—ensconsed on the step of a dirty saloon, unmindful of the world at large, hushing her doll to sleep. Her "dolly" was only a small, dirty chip, with a yellow bill "shaw!" wrapped about it. This was her way of transforming the unkempt world about her.

A. M.

I hardly knew what to do yesterday after I had told the story about "This is the mother so good and dear," etc., when a little girl came around in front of me and said: "Which did you say was the mother?" and then, which the baby?

After I had shown her, she said: "H'm, why don't the mamma be with the baby?"

A School of Rest—At Tower Hill, Wis., July 14 to August 18, conducted by Jenkin Lloyd Jones. Forenoons with the classics of literature and the master bards; afternoons, nature excursions and science. Living accommodations most reasonable. Apply to Mrs. Edith Lackersteen, 3939 Langley Avenue, Chicago.

The following apportionment of time for sleep, work and play is chrystalized in an easy rhyme:

Six hours in sleep, in law's grave study six;
Four spend in prayer, the rest on nature fix.

The KINDERGARTEN MAGAZINE will soon be a fourteen-year-old, and in its own modest way has witnessed many invisible influences working out toward this now tangible current of influence in home and school.

In one of the student's rooms at Gertrude House, I recently saw an unusual hanging garden. It was a hollowed turnip, hung up in the window by the tip, and filled with moisture loving cress seeds.

It is quite common nowadays to see green or red crayon boards in public schools. You see, we can no longer say "black"-boards in justice to olive or terra cotta crayon spaces.

Do you have a personal acquaintance with the keeper of the bird and animal stores of your city? A standing acquaintance with the keeper of the park animals is a privilege.

The Chicago Public School Art Society recommends large and distinct pictures for school room walls—such as Heywood Sumner's designs, Fitzroy prints, are best.

Have you ever heard of the old lady who left her home for a few days' visit, and who conscientiously provided for her cats by leaving a dish of milk for each day?

It is a good idea to heat soil, before potting the plants in it, in order to destroy any germs or insects. Be careful not to burn it, however.

A little four-year-old, upon seeing the first beams of the morning sun, exclaimed: "Oh, mamma! God's opened His door."

Are your kindergarten walls too much littered with every sort of detailed picture? See to it that they are weeded out.

Do you think that there is a distinct purpose in having mothers' meetings held separately from parents' meetings?

National Congress of Mothers, Columbus, Ohio, May 21-24.

Child Study Congress, fine program, May 2, 3, 4.

SECOND HAND Kindergarten Outfit for sale. Complete for fifty Children. Correspond with KINDERGARTEN MAGAZINE COMPANY.

BOOKS AND OTHER PRINTED MATTER.

"The New Humanism," by Edward Howard Griggs (\$1.60), is one of the best fruits of modern thinking, and keeps its place on my desk at the side of Maurice Maeterlinck's "Wisdom and Destiny." Of course, one feels that "The New Humanism" has reached us thru the medium of an educationist, while "Wisdom and Destiny" flowered in the heart of an artist. Prof. Griggs shows learning on every page, while M. Maeterlinck transfuses his philosophy with poetry and picture. Nevertheless "The New Humanism" holds its place and reveals sound doctrine with every reading. One needs to know physics, chemistry, biology and Darwinism to fully appreciate the metaphor of Prof. Griggs, and to sense the broad allusions in every chapter. In fact, the first chapter squarely states that "universal problems should be approached only on the basis of the exhaustive study of at least one science." The author continues: "Anything that can be studied at all, can be studied scientifically, and there is no reason for trying to take it up in any other way. For the method of science is simply rationalized common sense; it consists in seeking quietly the ascertainable facts, and then soberly asking what they seem to mean." Chapter II discusses "The Evolution of Personality" in an interesting manner, drawing upon the views of the great masters of literature. Prof. Griggs discusses personal ideals in a straightforward way, making plain that a man's conduct is only a part, and his ideals a necessary other part, of his being. "To judge a man thru his actions, we need to know the entire series of these, and to organize them into a synthesis of the whole. But if we can receive thru friendship or otherwise a concrete expression of the man's inner aspiration, of what he is at heart really striving after, we have a key to what is a dominating and creative cause in his life. His action today is only a passing shadow on the sun-dial of time; what he aspires to be is the creative cause in his life—what he forever is to be." I am grateful to the author for using such phrases as the "mystic sanctities of life," for it gives the heart something to widen to. The heart is not always content to go forward sedately on the tow-path of evolution—it must needs vault at times—and so this volume meets both needs. Prof. Griggs asserts that we should meet life with something of the splendid laughter that sounds in the voices of Wagner's Siegfrieds and Brynhilds, and the volume of "The New Humanities" brings the same loftiness of spirit to its readers, which the author brings in his lectures, making for righteousness. Prof. Griggs was professor of ethics at Leland Stanford University for several years, responding generously to all public calls for addressing the people of the Pacific coast. He is now in New York city, giving his entire time to writing and public speaking. He is offering courses on "The Divine Comedy," by Dante, and Goethe's "Faust," which have been greatly appreciated by kindergartners. He stimulates after the fashion of Emerson, without being Emersonian, and a warm, true personality emerges from the volume, which is above egotism or animadversion. A. H.

"The Childhood of Ji-Shib, the Ojibwa," by Albert Ernest Jenks. Published by the American Thresherman, Madison, Wis. Price, \$1. The writer's sympathetic skill enables us to look upon life in wigwam and forest thru the eyes of an Indian child. The making of a canoe gives the author opportunity to draw a charming picture of family co-operation. The celebration of the boy's first successful hunt and the visit to the quarry where the skilful are making arrowheads give delightful glimpses into savage life. Tribal customs and traditions and explanations of natural phenomena are woven into the story in simple, graphic manner. How the primitive mind linked together the life of man and animal is skilfully shown. Amikons, the beaver, is associated with all crises in the boy's life, from the day of his birth to that on which he

formally recognizes him as his totem; that day on which he is ushered into manhood with the traditional religious ceremonies. The book is to be regarded as trustworthy, since the writer has lived in actual touch with the race whose child life he portrays. To personal study and observation he has added wide research in all books and MSS. pertaining to his subject. His book is endorsed by the American Bureau of Ethnology. It will prove interesting in connection with the reading of "Hiawatha." It is in demand at the libraries.

"The New Education Illustrated," by Edith C. Westcott, with photographs from life, by Francis Benjamin Johnson. B. T. Johnson Publishing Company, Richmond, Va. Price, 35 cents a copy. Complete series, \$5. Brimful of interest and suggestion is this set of sixteen illustrated pamphlets. Each number contains about sixteen full-page half-tones (7x9 inches), from photographs taken in and around the public schools of Washington, D. C. These show the children at work, and the complete absence of self-consciousness on the part of the earnest young doers and observers is most delightful. The pictures are pleasing artistically, and each is fully explained on the opposite page. The numbers, all of which were to be out by April 15, 1901, include Primary Education, Arithmetic, Geography, History, Institutional Life, Nature Study, Physical Culture, School Games, Sewing, Cooking, Manual Training, Drawing and Clay Modeling. Laboratory Work in High School, I and II; High School Athletics and Normal School Work. This set of pictures will admirably illustrate Dr. Mailman's address given at the I. K. U. meeting just held in Chicago. They are an inspiration and a delight. Every training school should own the series.

E. A. Abbey's famous picture of the "Knight of the Holy Grail" has just been reproduced in two colors by R. H. Russell, New York. Price 50 cents. The picture has not been generally approved by many of the kindergartners whose attention has been recently called to it. The isolated red of flag, shield and armor is objected to by some, and the composition is criticised by others. Yet others pronounce it of too symbolic a character for the little child. In our opinion, the latter criticism will hold good. The picture is not especially desirable for the kindergarten room, but would be appreciated by children who are studying the poetry and history of the age of chivalry. The artist seems to have caught and subtly expressed all the cardinal virtues of knighthood. Courage, purity, consecration, self-control and high purpose are to be read in the perfect poise of the simple, armed figure to whom a vision of the Grail has been vouchsafed. The spirited steed seems to be at one with his master, A close scrutiny dispels some of the charm. It is the spirit of the whole rather than the detail that pleases. The original was executed for the walls of the Boston Public Library. We would like to see it in monochrome.

A new and valuable geographical device is the International Flat Globe, published by the International Globe Company, price \$2. This substitute for a globe is circular in form, flat, and hangs against the wall. Upon one side is the Western, upon the other the Eastern Hemisphere. A turn of the hand brings the one desired to view. Twenty-eight inches in diameter, the scale admits detail and clearness in the maps of continents and country. The animal life peculiar to each zone is indicated, as well as the wind and ocean currents, steamship routes and cable lines; in short, all that might be looked for on a globe of equal diameter. The chief advantage, it appears, is its small demand upon precious room space and its comparatively small cost. A manual accompanies it, which gives concise information about matters geographical, physical and political.

Many of our readers have expressed pleasure in the beautiful half-tone of the Field Museum which appeared as the frontispiece in our April issue. This cut, as well as that of the German building, were made for the Kindergarten Magazine by the courtesy of W. P. Dunn & Co., printers and binders, Chicago, who should have been credited for same in our last number.

KINDERGARTEN MAGAZINE

Vol. XIII.—JUNE 1901.—No. 10.

TWENTIETH CENTURY SERIES.

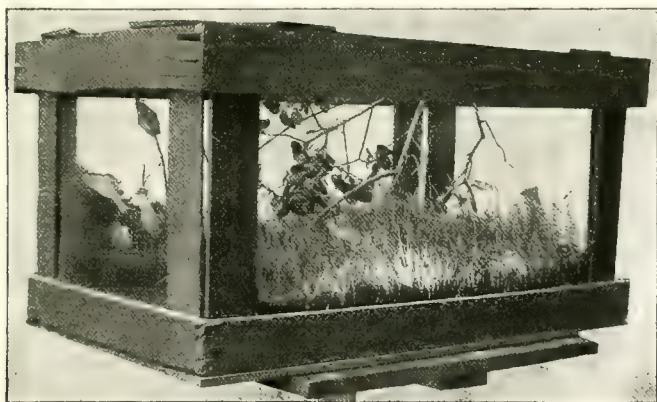
THE STORY OF A TERRARIUM FROM FALL UNTIL SPRING.*

ALICE I. KENT.

And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story book
Thy Father has written for thee."

—Longfellow to Agassiz.

Fortunate are the children and the teachers who are so placed that Nature's story book is close at hand. But city children and their teachers need not despair, for the old nurse is loving and boun-



SUMMER IN TERRARIUM.

tiful and will rewrite, in living characters, many a page from the

*Reprinted from the Cornell Nature Study Quarterly No. 8, with permission of the publishers. The valuable quarterlies and bulletins issued by the Cornell University, College of Agriculture, are free to New York State teachers only. Those teaching outside the State can secure them upon payment.

wondrous book, for those who care to read. One such a page may be a terrarium—a confined plot of earth on which things may grow. (From *terra*, “earth,” as aquarium is from *aqua*, “water.”) Within its narrow confines, the whole drama of the beautiful life of many a tiny creature may be rewritten.

Here is a fragment of the drama, as written in one terrarium.

This terrarium was made from an old berry-crate. When the children saw it first, last fall, this is what it looked like: A large rectangular box, grass-green in color, thirty-nine inches long, eighteen inches wide and fifteen inches high. The long sides were of glass, the short sides and top of green wire netting. The top could be removed like the lid of a box. It stood upon a pedestal-table provided with castors. In the bottom of the terrarium were three inches of rich soil, covered with the delicate green of sprouting grass-seed. In one corner was a mossy nook, and in another a mass of thistles and clover. At one end a small cabbage was planted, and at the other lay several sprays of purple thistles.

Among the thistles in the corner, ten pendants of vivid green, bright with golden points, could be seen. They were the chrysalides of the monarch, or milkweed butterfly. Among the cabbage leaves were many of the pale green eggs and several of the caterpillars of the cabbage butterfly. Among the sprays of oak in the corner several oak caterpillars were feeding.

Before many days had passed the drama of life began. One by one the chrysalides of the milkweed butterfly paled in color and, becoming transparent, showed thru their whitened walls the orange colored wings of the developing butterflies within. They then burst, freeing their gorgeous tenants. This happened until there were seven butterflies in the terrarium. As two of these proved discontented with their new home, they were set free. The five others spent the little round of their aerial life seemingly happy and satisfied. They lived from three to six weeks and showed some individuality in their tastes and habits. Sometimes they chose the mossy corner for their resting place. On other occasions they preferred the netting at the ends and top of the terrarium. In fact, the netting at the ends of the terrarium was a source of pleasure to these butterflies, as it served as a secure resting place and an agreeable and convenient pathway to the top. One of them spent nearly all its life on the thistles suspended from the top. These thistles

were kept fresh a long time by placing their stems in a large sponge which was frequently drenched with water.

The butterflies showed some individuality in their eating also. Thistle, clover, golden-rod, nasturtiums and honey-suckle were offered to them. The thistle and the golden-rod were most frequently visited and, next to these, the nasturtiums were most favored. Another fact noted was that most of the butterflies continued to visit the flower first chosen. When, however, a thick syrup of sugar and water was offered, the flowers were much neglected, only one butterfly persisting in flower-visiting. Golden-rod was its choice. If the syrup were fresh-made every morning and placed in a convenient spot, the butterflies never failed to sip it. They generally slept clinging to the wire netting at the ends or top of the terrarium.

In the meantime the cabbage began to attract the watchful eyes of the wondering children. As it had industriously sent out many tiny roots, it proved a safe and satisfactory home for its hidden occupants. Shortly, one by one, the caterpillars began to appear at the edges of the uppermost leaves. Then small tours in the vicinage of the cabbage were begun and, finally, as with the butterflies, the end wire nettings proved to be an easy pathway to the top of the terrarium. Here several found good resting places and slowly changed to chrysalides.

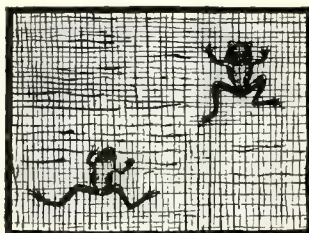
One day a cabbage butterfly obligingly flew in at the open window. It was caught and placed in the terrarium. It, too, proved to be very fond of sugar syrup. One morning, the syrup was accidentally spilled on the wooden ridge at the bottom of the terrarium outside of the netting. The butterfly was so hungry that it could not wait for food more conveniently placed, so it stretched its tongue out full length thru the netting and in that way obtained it. The children were surprised to find its tongue somewhat longer than its body.

At this time the cabbage was removed so that the eggs and the remaining young caterpillars could be observed. The protecting coloring of the eggs and caterpillars was first noticed. One little boy at first announced that the caterpillars were green because they were not ripe, a good example surely of the danger of reasoning from analogy.

Very soon the inhabitants of this terrarium world began to increase. A father and two mother grasshoppers and young one, with his "armor on," came to live there; also a woolly bear, several other species of caterpillars, several species of beetles, a big horse-

fly, some lady-bugs, and a cicada. About this time, too, some very unwelcome immigrants appeared. These were the ichneumon flies. So numerous did they become in a very short time that they threatened desolation to this prosperous community. Nature's methods were then scrutinized and the services of two tree-toads were sought. Their response was immediate and cordial. Soon not an ichneumon fly could be found.

The grasshoppers were partial to celery, over-ripe bananas and moisture. Three days after they became inhabitants of this miniature world, the mother grasshopper dug a hole in the ground and laid eggs. The children then had before them living illustrations of the three stages of grasshopper life.



CLIMBING HAND OVER HAND.

The tree-toads were both amusing and accommodating, for they, too, liked the wire netting at the ends of the terrarium, and delighted the children by climbing up foot over foot, or hand over hand, like odd four-handed sailor boys. This brought into plain view the tiny suckers on their feet.

After the ichneumon flies had disappeared, a new difficulty arose. The ground became moldy, and the grass died down. The terrarium was then placed by an open window and left there several hours for a number of days until it was thoroly dried out. Then birdseed was planted and the ground was watered thereafter with a small plant syringe. This gave sufficient, but not excessive, moisture, and it was one of the pleasures of the children to imitate a rainy day in the terrarium world. And it was a pleasing experience, for there were splashes of water on the glass sides and many shining drops on the netting and verdure, which soon grew several inches tall; there was the same delightful odor of rich fresh earth that one enjoys during summer rains, and the sunshine touched with bril-

liancy the gay fall flowers and the gorgeous outspread wings of the butterflies.

At this time the terrarium had an annex in the shape of a wooden box, a foot square, with a gauze top. Here lived two mother spiders with their egg balls carefully hung on the cobweb beams of their homes. A beautiful yellow silk egg ball was found out of doors one day, and when it was carefully opened to show the eggs with which it was filled, the gratifying discovery was made that these eggs were hatching. They were very tiny and very numerous. They were enclosed in a silken pouch and were the exact color of its lining. When resting the little spiders seemed to hold their legs under the body, and they were so small and so like the egg in general appearance that if they had not run about when disturbed they would never have been discovered. As soon as the egg-ball was opened, they exploited their one talent, for they ran out on the fingers of the person who held the ball and then suspended themselves by almost invisible threads from all parts of the fingers. When they were to be returned to the egg-ball, they were gently pushed up. They then obligingly ran back into their silken home, which was carefully closed as before. These little ones were kept a week or ten days and were then allowed to escape and establish homes for themselves. The life history of the spider was thus completed, although unfortunately the adult spiders did not belong to the same species as the young ones.

To return to the terrarium: It was now early in November and each day found one or more of the terrarium inhabitants missing. One of the caterpillars disappeared and a cocoon made of its own hair was found in its place; several chrysalides were found on the top of the terrarium; the butterflies and the grasshoppers, one by one, went into that sleep from which there is no awakening and a number of the other creatures disappeared. The children finally concluded that the latter had gone to sleep in the ground. The grasshoppers and the tree-toads were the last to take their rest, but just before they answered Mother Nature's call to slumber, a large garden toad came to bear them company.

He was a very interesting toad for he bore signs of having lived thru what must have been almost a tragedy. He had lost the lower half of one front leg and had the scar of a long gash on his throat. These disfigurements did not cause him the least unhappiness, for he had a very bright, wide-awake expression and was as plump and

complacent as a toad should be. The loss of his leg caused him a little inconvenience, for he sometimes lost his balance when hopping and fell on his back. He occasionally found it difficult to right himself at once, but a few vigorous kicks and jumps generally placed him right side up. Three days after he became a member of the terrarium community, he, too, heard Mother Nature's call to bed, and partially buried himself. Each day he covered himself more completely until finally only the top of his head and two sleepy eyes were seen. One day, about a week afterward, he disappeared entirely. He proved to be a very restless sleeper, and frequently showed himself during the sunniest parts of nearly every day all winter, occasionally coming entirely out of his earthy covering. He served as a sort of barometer all winter, appearing and disappearing according to bright or gloomy weather. He never, however, left a spot he had chosen for his bed.

"Winter is the night of the year," and the little terrarium world indoors exemplifies it as truly as the great fields of Nature's domain out of doors. The soil is dry and hard in this miniature world and the verdure has dried down to palest green and brown. In its earthy bed, the caterpillars, beetles and other creatures, lie cozily asleep, and with the masses of tiny eggs, await the vivifying touch of spring.

Thistle-seed, thistle-seed,
Fly away, fly,
The hair on your body
Will take you up high;
Let the wind whirl you
Around and around,
You'll not hurt yourself
When you fall to the ground.

—*Trans. from Chinese Mother Goose, by I. T. Headland.*

The kindergartner should study for development as the scientists study for truth.—*Col. Parker.*

SPRING FLOWERS AS SUBJECTS FOR A MONTH'S PROGRAM IN THE KINDERGARTEN AND THE CONNECTING CLASS.

*Translated from the German of Fraulein Annette-Schepel by
Bertha Johnston.*

JOY in the reawakening of nature is the principal idea expressed through the subject, "Spring Flowers." The joy that fills all nature animates the child also. A new love of life fills not animals and plants alone, but the child as well. His feelings are more excitable, his heart more susceptible, his limbs more capable than usual, as expressive of the inner activity.

And this season, so rich in blessing, so overflowing with life, gives manifold opportunity not only for the child's enjoyment, but for leading him to action and observation, so that he may be not only receptive, but also giving; not only joy-receiving, but also joy-dispensing.

In his "Little Gardener" in the "Mother Play," Froebel attributes special importance to the nurture of plants. The smallest children in the Institution contemplate with peculiar pleasure the pictures in this book. They see their own lives therein reflected and their lively imagination animates each smallest object and discovers the reciprocal relations of the same.

The children contribute to the growth and prosperity of the plants in the garden. As early as in March they looked to see if a tiny flower would not show itself; there were several leaves showing green and they discovered also violet buds all rolled up. Snowdrops were already there, white as a snowflake on a green stem; and the delicate crocus blossoms, lilac and white, also appeared. In autumn the older children had planted bulbs there.

Every day shows progress, and the children, too, are busy with the Spring work for the garden. When the kindergartner sounds the call,

Come, into the garden we are going,
To tend the flowers there now growing,
Each one there we well will sprinkle,
To help each bud its gown unwrinkle.

they seize joyfully the watering can, rake and spade and follow her.

While the older children dig up the beds, bind the vines and clear the ivy of bad leaves, the little ones collect small stones and carry these and the faded leaves, etc., away in their little wagons, clean the walks, etc. And before the children leave the garden each one looks back once more to see if a new flower has not arisen. Yes, really, here near the large green leaves, a pretty golden flower has waked up. This is the *Schlüsselblume*, the primal, one of the first flowers which the spring brings; and the violet buds, too have unfolded, softly and unnoticed. A crowd of blue eyes look out from beneath the leaves; a delicate, delicious fragrance exhales and the children kneel down to inhale it.

New buds unfold now every day,
They greet us with a fragrance rare,
With spicy breath they fill the air,
Ah, richly they our care repay.

says the Kindergartner in Froebel's words. On other days the kindergartner brings a bouquet of violets, snowdrops, and primrose, also pussy-willows. The children know the flowers for they have tended them and seen their unfolding; they are greeted with joy and put into a glass with fresh water in order to keep them long fragrant and blooming. The picture from the "Mother Play," "The Little Gardener," is contemplated; it requires no explanation. The kindergartner lets the little ones talk about the careful little gardener, who, barefooted, a child of nature among the plants, sprinkles the water from her watering-can upon the leaves. Carefully she tucks up her skirt, following her prudent mother's advice.

The children now want to build little gardens on their tables. A little sand, building stones, some flowers and some branches with the pussies, suffice. The kindergartner builds a splendid well in the middle of the garden, distributes watering pots among the children, which were modeled by the older ones, and the fingers of the smallest represent the cans, as shown by Froebel in the "Mother Play."

But not only must we consider the nurture of the flowers; their preservation must also be regarded. The "Garden Gate" in the "Mother Play" shows us how Froebel would cultivate this feeling in children. No one may disturb the flowers, which stand there so luxuriant and vigorous. When we leave the garden we will close our garden gate also, as we see is done in the picture. The peculiarities of the nurtured flowers and plants and their names, as well, the children learn in their daily intercourse with them, as Froebel has emphasized in the so-called play-song.

Now May has come and the "golden-rain" (laburnum) and lilacs are in full magnificent bloom.

The May-flowers will be needed to decorate the room at the approaching Whitsuntide; we will also cut very carefully some branches from the delicate birch in the garden. The wild grape begins already to show green over our arbor.

But not only is our own garden beautiful; wherever we look, over meadow and field, or in the wood, over all is there a wonderful beauty. We often take walks at this lovely season. The meadow offers us daisies, dandelions and buttercups in abundance, and see how the children pluck them! Wreaths and nosegays are bound with fine blades of grass; chains are made and hung around the necks. Here all has grown so beautifully and yet no one has either sowed or sprinkled.

Thru the pleasure aroused, the children bring us also many kinds that they have picked and collected when out with parents or brothers and sisters. Here are anemones and moss from the cool, shady woods, and there a pair of sisters are bringing an entire plant! They dug them up by the roots, with their father's help on their Sunday walk in the woods. It is "Immergrün," with the firm, dark leaflets and lovely blue blossoms. They have also brought earth from the woods, for which the father has surely been the thoughtful provider. So now a shaded place in the garden is looked for, a hole is dug, the wood-earth shaken in, and then the plant with its little roots, pressed in; well-watered, it looks now as fresh as if it had grown here; neither leaves nor flowers have apparently suffered on account of the transplanting.

The kindergartner recites with the older children Goethe's poem, whose contents need no further explanation.

• Ich ging im Walde so für mich hin,
Und nichts zu zuchen, das war mein Sinn.
Im schatten sah ich ein Blümlein stehn
Wie Sterne leuchtend, wie Aenglein schön.
Ich wollt' es brechen; da sagt es fein:
"Soll ich zum welken gebrochen sein?"
Ich grub's mit allen Würzlein aus,
Zum Garten trug ich's an unserm Haus.
Und pflanzt' es wieder am stillen Ort;
Nun zweigt es immer und blüht so fort.
I went in the wildwood alone to stray,
And thought that nothing I'd seek that day.
In the shadows saw I a floweret there,
A star it shone, 'twas an eye so fair!
As I would pluck it, it whispered low,
"Must I be broken, to wither slow?"

With roots and all, I raised its head,
And bore to our own home garden bed.
And planted it there, in a quiet place;
Now it grows and blossoms and grows apace.

Butterflies come and visit the blossoms and fly from one to the other, to sip the nectar with their delicate tongues. Bees seek the pollen of the fine flowers and so the garden grows ever more full of life. The oak trees are visited by May beetles, the particular friends of the children and every day there is more and more humming and whirring in the air.

Every insect is rejoicing in life. We observe them among the flowers. Just see the bees! How they love the pansies! Noiseless and motionless the most boisterous boys watch the busy little creatures and a great satisfaction fills the beating hearts of the children, when, after earnest observation, they have discovered how one bee after the other leaves the blossoms with yellow dust upon its trim little legs.

And now has come the moment when the kindergartner tells the children how the bees find nectar in the spurs of the pansy, and that in order to reach it, they must take up the pollen. In this way the natural occasion is given for making the bees the subject for the coming month.



DETROIT MEMORIAL.

AT THE CHINESE PLAY.

MARI RUEF HOFER.

Ching-a-ring-a-ring-ting,
Feast of lanterns,
What a lot of ehopsticks,
Bombs and gongs.
Four-and-twenty-thousand
Crinkums, crankums,
All among the bells and the
Ding-dongs,

Rang the old nursery rhyme in the ears of the timid occidentals who were searching for primitive survivals in modern New York. The scene which greeted them was foreign and weird enough, and required an Aladdin's lamp of more than nursery candle-power to make it real and tangible. The play was in full progress, in a long, low room, made gloomy with dark-swathed and behatted figures—fo reven here Celestial tradition must be observed. At the end of the room was a stage bright with action and color and tinkling sound. A shrill falsetto voice—a woman's—was intoning with indescribable inflection a sad and plaintive tale.

CHINESE MUSIC.

The most bewildering element of the play to unaccustomed ears is undoubtedly the music. The unusual sequence of tone from which the fourth and the seventh are omitted confuses the ear, while the shrill pipes and sonorous gongs and the insistent "ta-drum" are enough to induce auricular dementia on short notice. Indeed music forms the background accompaniment to the entire drama, forecasting and suggesting the character of the scene as certainly as do Wagner motifs. The pleasant ditties of the three-stringed guitar and flute accompany the lyrical descriptive passages, giving subtle and often beautiful effects. In scenes of tragedy and war a Chinese band may be said to rise to the height of its possibilities. After a battle scene, of anywhere from ten to twenty minutes' duration, one has enjoyed the fullness of auditory experience. The rhythmic element, which is also an interpretative medium, is set by the "ta-drum," a wooden instrument, shaped like a half melon. Before this sits the chief musician or leader of the band, who by a few anticipatory taps indicates to the remaining players the particular move-

ment to be given. The rules for dramatic expression, which cast certain episodes and characters into certain regions of pitch, make the mere vocalization of a Chinese play a fearful and wonderful performance, ranging anywhere from shrillest falsetto, cat calls and savage cries, to the normal voice.

LANGUAGE AND SOUND.

It seems strange to have one's attention called to the superior tone values of a primitive and barbaric language. Here, indeed, the modern teacher of elocution might gain valuable lessons. Tone is an intrinsic and fundamental consideration in Chinese, determining the meaning of the word as much as the form itself. These tones partake of the nature of musical intonations and for dramatic purposes are cast into regions, divided into two series, the upper and lower, and are called the upper even, the upper rising, upper departing and lower entering; the lower even, lower rising, lower departing and lower entering. To each character in the play is allotted its appropriate tone region, which, if wrongly rendered, will give an entirely different meaning than intended by the speaker. This interpretation by sound makes common emotional ground for the uninitiated, and the foreigner soon follows the play interestedly though not understanding one word.

THE DRAMA AND THE ACTORS.

The Chinese drama is compassed by the same inexorable laws which hold this fate-bound people in other directions. The rules for expression and language, numberless inflections, the merest shade of change in which alters the meaning of word and phrase, are carried into all the detail of gesture and the action of the stage. In spite of the conventional nature of their training, the Chinese are good actors. Free and rhythmic motion is characteristic. The difference between high-class Chinese acting (you see no other), and an ordinary American performance, is that between a Shakespearean sonnet and a modern Father Goose rhyme. The dignity and decorum of it all, both on and off the stage, is a rebuke to the ordinarily civilized. The dramatis personæ of a play usually consist of the principal, the father or uncle of advanced age. He belongs to the first class. The second class furnishes the villain or enemy—a warrior or a pirate—either man or woman. Peaceably speaking, these may also be generals and magistrates. This class is known by their

painted faces, generally a stripe of red, black or white across the forehead, the color also indicating the peaceful or adverse character. To the third class belongs the hero, who, as with us, is youthful, handsome and heroic. The fourth class is the tan, or female character, the heroine, the maid, the mother and soubrette.

A WOMAN ACTRESS.

As with the ancients and in Shakespeare's time, women seldom appear on the Chinese stage, their parts being taken by the boys and men trained for them. For this reason we considered it an unusual privilege to hear a real woman actress, recently imported to this country, and acknowledged as great in her profession. From the Chinese standpoint she is beautiful, with the regular type of Chinese beauty. Certainly she is dainty and charming in her timid modesty, presenting the extreme of reserve in her decorous behavior. The Chinese type of woman is more subtle and intellectual than her picturesque Japanese sister, as well defined as the delicate willow line on her eyebrow. Perhaps our delicate, flower-belacquered lady of the tea canister, and of the imagination, does not fit so well into reality, but still she carries her atmosphere with her, the product of ancestral conservatism.

Our lady was a consummate actress and took the role of the distressed maiden with the "Pamela" air of the Children of the Abbey. No effort was made to catch the eye with costume or display. As a woman she filled her part in a serious whole.

As a rule, not more than three people are found upon the stage at once. When one character is thru speaking and wishes to indicate his exit, he eliminates himself by turning his back to the audience. N. B.—I am not here. When the hero wishes to indicate supreme victory and the ignominious defeat and complete overthrow of the enemy, he perches himself high on all the furniture of the place. Anger and disapproval are shown by violent whirlings about. Brave warriors ride imaginary steeds and punctiliously go thru the act of dismounting, handing the reins to an attendant, who takes the imaginary horse and carefully fastens it to a post. A battle (and they have many in each piece) is truly a fearsome sight. Violent whirling movement and rapid passes, loud and agitated sounding of gongs, increasing agitation as the struggle continues. But wonder seizes upon the mind when it is known that not one movement is executed which is not planned, foreordained by the

most stringent of stage rules. When the enemy is finally worsted to the death in accordance with the approved minutia of all the details of the laws for killing, consented to by the one hundred plays of nine kings of the Yuen dynasty, he picks himself up and betakes himself behind the scenes to reappear in the next act, to narrate the incident of his killing as the missing link in the story of the play. When there is need of a wall and parapet a large screen is brought in and the defender ascends a chair and discourses with dignity and dramatic serenity from its heights.

STORY OF THE PLAY.

The daughter of a wealthy and influential man has a warm friendship for a poor girl and her old father. With these she occasionally exchanges visits. A pirate enemy and woman warrior, in revenge, seek to destroy the rich man and his family. Epic fashion, a servant comes to tell that the rich man and his family have been destroyed and his estate laid in ashes. In some miraculous way the daughter makes her escape and secludes herself in the home of her poor friends, who protect her. In gratitude she becomes one of their household, and worships at the ancestral shrine. The judges, ministers and generals then assemble in the panoply of state and war. Great is the pomp and ceremony thereof, while in solemn pow-wow they determine to avenge their citizen and friend. They depart to get soldiers. They meet the magnificent pirate lady in fruitless encounter. The hero and betrothed appear and after prolonged warfare the magnificent pirate lady is duly slain by an arrow behind her left ear and thrown over the wall of her father's castle (she very kindly gets up and walks behind the screen), the soldiers come and indulge in a few magnificent gestures, the servant carries off the screen, and, presto, the work of devastation is complete. In the midst of the carnage a sign is placed on the wall to indicate the geography of the scene. The hero then sits high, and displays the long feather in his headdress and whirls himself about. The authorities stroke their beards in pleased satisfaction. Then comes the search and restoration of the heroine. She is found at last in the humble home of her friends. The reconciliation and love scene as the two meet, so long separated by adverse circumstances, is typically Chinese. Admirably acted surprise, astonishment in simple classic gesture, with warmly intoned voice, but not a touch of the hand or

semblance of caress ; a low, devout courtesy on the part of the woman, an open gesture and radiant expression on the part of the man.

THE AUDIENCE.

The silent, almost reverential absorption of the audience in the foregoing scene, the interest, decorum and respectful attention from first to last, is an object lesson to a civilized audience. But once was there a laugh raised during the evening at a so-called "mistake"—the slight turn of a word when the happy couple were reconciled. The sense of impenetrability and remoteness expressed in the personality of even one citizen of the Flowery Kingdom became oppressive in the presence of these hundreds of humble Confucians and followers of the tub. The strength of national feeling which takes these toilers after their day of steam and suds to sit in reverence before an unsensational art is in strange contradiction with the popular view. Approval is expressed by soft ejaculations among themselves.

HUMAN INCIDENT.

A human "aside" was the presence of the bright-eyed young wife of the tragedian and high-class actor recently imported from China, which aroused one to the fact that this was not painted and lacquered china, but reality. With pride Fun Goo pointed to his miniature at her throat and said "he wear no beard like other actors." Indeed he was a fine, intelligent specimen of young China, trained for the hero parts and looking them, too. Small sons, in quaint caps and pantalettes, were dandled and caressed by fathers, whose love and admiration for their offspring was as genuine and unaffected as that of the usual parent. Strange philosophies, the effort to make logical, inexplicable conditions here fret the heart and worry the brain. If 'tis for salvation this strange people come to our shores, its processes must be measured by other than surface standards. If not all of their history is destined to be solved on native ground, it appeals to one that better white man's methods are needed than are now in vogue.

Penta-tonic scale in major.



NOTE.—Fragments of Chinese music.

A CALL FROM THE SOUTH FOR COLORED KINDERGARTNERS.

THE thoughtful, clear-visioned and public-spirited colored women of the South are intelligently conscious of the special educational needs of their race. As their study of the difficult problem enables them better to discern thru what various agencies it must be solved, we find them bending all energies toward this end.

The *Southern Workman* for February contains an article by Passie Fenton Ottley on "Kindergartens for Colored Children." In this she says:

What is true of the importance of the earliest mental and moral training for the white child is equally true in reference to the negro child. Indeed, much more true, since the only way to help hurry the race toward that inner development which is the only true mark of civilization is to cause the children of the race to recapitulate more rapidly on the lines already covered by people of an older development. What the negro race needs is not the knowledge which its rare powers of imitation enable it to acquire with ease; its real lack is the development of character. Reliability, honor, self-respect, and a genuine desire for right living—these are the things the negro needs, and they must be fostered in infancy and earliest childhood.

Those interested in encouraging the race in its task of character-building are keenly alive to the importance of reaching both mothers and children thru the kindergarten. Mrs. Ottley gives the general plan formulated at the December convention of the Southern Federation of Colored Women's Clubs for carrying on this work. This demands an efficient organizing of mothers' clubs thruout the South; the object of these is to be the establishment and maintenance of kindergartens for all classes of colored people. The work is to be done as much as possible for the colored people, by the colored people, who will be responsible for its initiation and execution, tho counseled and assisted by white friends.

Mrs. Ottley says in this connection:

If the hundreds of millions of dollars which the South has in twenty years expended for public schools for the freedmen, and the hundreds of thousands which citizens of the North have given for his higher education, had been apportioned in some way which would have helped the negro to help himself, the good results would have

been immensely enhanced. In this kindergarten work the women who are initiating it are determined that the colored people of every section shall have some financial stake in the enterprise. They must have help, but the whole thing must not be a gift.

In reaching for the young child, this plan includes the mother of that child. That the mothers should learn to want this training for their own children and the children of their race, and want it enough to be willing to give up extra ribbons and feathers to obtain it, will mean more than any one can appreciate who is not on the ground. * * * By means of the mothers' club as the unit of formation for the kindergarten, the work for the children will react on the mothers and vice versa.

We were permitted to read the correspondence between Mrs. Anna E. Murray of Washington and some of those who are taking active part in the enterprise. It reveals first, the intense earnestness of these determined women. Secondly, the great dearth of colored kindergartners. The opinion of those most qualified to judge is, that a colored kindergartner is by all means to be preferred to a white one for colored children. The Kindergarten Association of Atlanta had great difficulty in finding one, especially as they wished one of sufficient ability to later, herself, become a training teacher. With the advice and assistance of Mrs. Murray they finally secured one. Mrs. Murray has long felt the urgent need of opening more opportunities for the training of colored women as kindergartners and any one who can second her efforts may be assured of the importance of the work and the consecration of the workers. Mrs. Phœbe Hearst of Washington endorses heartily Mrs. Murray's aims and methods and is herself much interested in these efforts of the colored people. The attention of kindergarten training schools throughout the country is called to this phase of the work.

Since writing the above, the good news has come that articles of incorporation for a national kindergarten training school have been placed on record in Washington. The incorporators are Arthur A. Birney, Phoebe A. Hearst, Clara R. Anthony, Anna E. Murray and Lucy E. Moten, M. D.

The public school is more important than all else as an engine of democracy. Education is simply another way of spelling democracy.—*Edwin D. Mead, of New England Magazine.*

SCIENCE OF EDUCATION, ITS PRESENT ASPECT AND OUTLOOK.

FRANCIS W. PARKER, PRESIDENT CHICAGO INSTITUTE.

IT is twenty-nine brief years since the beginning of the real kindergarten in America. Madam Kraus-Boelte is still young and vigorous, and enthusiastic in her divine work, which she began in 1872. The great apostle of the kindergarten in America, Miss Elizabeth Peabody, whose memory we reverence today and always, had done some wise, earnest, careful work in preparation. She found the kindergarten and brought it to America. It is needless to recount the marvelous history of the growth of the kindergarten in our free land. Indeed, it is so close to us that we, youngest and oldest, are familiar with it. The fire of that spirit which leads to liberty touched the freedom-loving soul of Miss Peabody. The problem was the evolution of free government, and she saw the great initiatory work of Froebel. Then it flew from East to West. We know how Miss Blow took it up in St. Louis, and Mrs. Putnam in Chicago, and we also know of the divine work of Agassiz's daughter, Mrs. Shaw. Not only in this century, but in all the ages past never came a reform in education more needed and potent.

This great meeting of the International Kindergarten Association testifies to the zeal and enthusiasm all over America. From every quarter of this great country you come to get renewed inspiration and guidance to push your work on to higher life. And it is to go on. Just how we may not know; we do know that there is much of prayer, much of work, much of thought ahead.

Our fathers founded the common school, the most divine institution on earth, to evolve a free government, a republic. The organization of the common school is yet young, dating from 1837, when Horace Mann took the leadership in Massachusetts. Yet tho in its swaddling clothes, it holds that which will regenerate the world. And if the kindergarten is true to the principles of Froebel it will permeate and penetrate the whole common school system, from the lowest grade to the highest, for the principles of Froebel are just as applicable to the university as to the kindergarten. The kindergarten spirit has entered, and will enter more and more, into the common school, until the name of the kindergarten shall be absorbed in one name—the common school—leaving that name a glorious history behind and a still greater work before.

What of the past? What of the future? What of the problems? What of the needs? Where shall we seek the best guidance, the best help, to promote the principles of Froebel?

*Address delivered at the I. K. U., in Chicago, May 12, 1901.

Since Froebel's glorious day a great abundance of nutrition for the minds of children has come to us. Scientists in all fields have forced the secrets of nature; have interpreted man's life, his language, his manner and process of development. We have these products which Froebel did not have. All the knowledge that has been discovered, or that will ever be discovered, is for the child and for the people and for the higher life.

I need not speak at any length of the marvelous changes in science, for every science that existed only in name at the beginning of the century has been revolutionized, and some new sciences have come into being. The picture is one for us to consider. In innumerable laboratories, in the fields, under the stars—everywhere—are trained thinkers who have a firm belief in the infinite possibilities of discovery. These searchers for truth believe that all that has been discovered in any realm of science is but touching "the hem of the garment." And so they are delving, experimenting, investigating; and when a truth is discovered it is made free as the air to all the world. The discoverer presents the data that led up to his conclusions; his brother scientists eagerly examine them, make the same and other experiments; in short, rigidly test the truth of the discovery, and then reject or accept it. A discovery that has not the requisite proof back of it, which cannot be fully demonstrated, is discarded. This is not according to law written or unwritten; it is simply a common-sense mode of procedure that is held by all real scientists.

The discovery of truth, like the Roentgen ray, or the Pasteur cure, or whatever it be, is, as I have said, the common property of all scientists and of all the world. It goes into further investigation; it forms a step in the onward march of discovery.

I am not quite sure that I have not over-estimated this, the general method of the scientist. He may or may not be inspired by the ethical value of his discovery, but whether he is inspired by it or not, all discoveries in science are for all who are able to take them. There are indeed contests long and earnest. For instance, some geologists think that they discovered the remains of man before the glacial period; others think that they did not. Who, what is to decide? New investigations. If human bones and implements are discovered, found deposited beneath the glacial drift, that is a proof. The question arouses the best of research. Those who do or do not believe in the pre-glacial existence of human beings are willing, on substantial proof, to give up their working hypothesis.

Here we have a common but unwritten law, found in the necessities of study, a law which binds together all scientists as one band of brothers, unites them in a common cause, makes truth sacred and regenerates the world with constantly renewed necessities for higher living. Quacks and charlatans are ordered to the rear, and only those who think and work for the truth thru long years are admitted to the circle of genuine scientists. The field is altogether

too broad and deep to admit of jealousy and fruitless bickerings.

The history of science is an absolute necessity to anything like an economical onward movement. The scientist must know what has been done in order to work effectually. It is the free and common contribution of all that is found which makes true progress possible and science glorious.

The scientific methods have their antipodes in the well-known methods that preceded the new light and life. The old method, if it may be so called, enclosed, hemmed in, obstructed the dissemination of truth by making it into a fixed doctrine with a fixed method. A philosopher, statesman, philanthropist, theologian, inspired by the urgent needs of mankind, reveals a sunburst of new light. Adherents, disciples, crowd around the prophet and drink in the inspiration. Then comes the mistake, the error, common to all ages. The eager disciples fondly believe that all truth has been discovered by their leader—all truth, instead of a scintilla of infinite knowledge. Instead of using the new light to reveal more and more the boundless vista of eternal truths, the new-found truth is made into a cold and fixed belief. To use a figure, deducing the doctrine from the words of the reformer, the devoted adherents build a wall, so to speak, around their shrine, and plant their cannon for aggression and defense. Their purpose is the interpretation and the maintenance of their leader's doctrine. The doctrine degrades itself into forms and ceremonies. The devotees fail to hear the words, "The letter killeth, but the spirit giveth life." Enthusiasm, blind zeal, persistence, proselytism, control them. Patriotism, loyalty, piety, mean steadfast devotion to doctrine. To doubt the interpretations they have made is disloyalty to their chosen leader. New truth is shut out. To doubt the truth as they understand it is impiety. To sustain the doctrine as they understand it is virtue.

Have I to cite instances of this process that has been going on thruout the ages? The Adamic theory of creation kept man from looking thoughtfully at the earth for long centuries. Startled with a problem, he solved it easily with a foregone conclusion. There was no opening for thought, no understanding of how God is creating the world now, as he was creating it millions of years ago. "They have eyes but see not." We know the history of the Ptolemaic theory. What vast tomes were written upon it! How much eloquence was expended upon it! What vast range of learning was adduced to prove it. But the monk Copernicus, in his cloister, broke thru the line, reversed the working hypothesis, and we know his history and that of Galileo, his co-worker. Galileo knew the books, the vast volumes of erudition, upon the astronomy, but he had the temerity to go out and look upon the stars, and he had the awful temerity to doubt the conclusions of the past. Very slowly the learned men and the intelligent world were agreed to do the new working hypothesis. We have all believed and as teachers have taught La Place's nebular theory, but now come men who doubt that hypothe-

sis and propose another, namely, that of the meteoric formation of worlds. They may not have proved it, but the true scientists who believed Galileo, Ptolemy, Copernicus, are ready for open-minded investigation. Then Darwin's world-astonishing doctrine burst upon the world. The eloquence, erudition, wisdom and contempt poured out upon his head were without stint or measure. But the scientists, one after another, began examining doctrine and proof, and today no person of average intelligence, unless paid for it, doubts.

The world changes. All ideas are born under certain circumstances. The birth of an idea is from the womb of the people. Society is changing every hour, every day new problems arise. These problems are answered in two ways—one, that of science, and the other that of the believer in his own doctrine and belief. Which will you choose? The one in the advance guard of progress, fighting in lines, preaching, or following step by step. In the words of the Master, "The letter killeth, but the Spirit giveth life." "He that doeth righteousness is righteous"; "He that doeth the will knoweth the doctrine." A shut-up doctrine of any kind, based upon absolute faith in creed, scientific or political or what not, moves not into the great problems of life; it stands and defends itself; it believes that certain things, ceremonies, forms and methods, will bring about certain changes. Never doubting the doctrine its adherents seek no higher things.

"The truth shall make you free." This sentence was spoken ages ago, but today it is as mighty as ever. The words of the great Master have hardly taught the heart of mankind. "The truth shall make you free." What truth? The hypothesis of tradition, of a leader, of a doctrinaire? No, by all means, no. It is the truth you find within yourself, in God and man, that sets you free. Like the scientists, we must contribute all we find to our hungry co-workers. Like the scientists, we must discover truth and put it in the lives of the children.

Is the past of no use to us? Of infinite use? It is our glorious inheritance, our warning, our guide, our boundless treasure, to study and understand, to use in solution of present problems. In truth, we comprehend history only as we use it for the benefit of mankind. We must give up the letter that killeth and take into our heart of hearts the spirit of all revelation, for the good of mankind. Froebel, our leader, has words that should be wrought out in our souls today.

"For the living thought, the eternal divine principle as such demands and requires free self-activity and self-determination on the part of man, the being created for freedom in the image of God.

"Again, a life whose ideal value has been perfectly established in experience never aims to *serve as model in its form*, but only in its essence, in its spirit. *It is the greatest mistake to suppose that spiritual, human perfection can serve as a model in its form.* This accounts for the common experience that the taking of such external manifestations of perfection as examples, instead of elevating mankind, *checks, nay represses, its development.*

"*It is true, in word or example, the ideal is mandatory in all these cases,*

but always only with reference to the spirit and inner life, never with reference to outer form.

"Exhibit only thy spiritual essence, thy life, in the external, and by means of the external, in thy actions, and observe the requirements of thy inner being and its nature."

Thus Froebel himself opposed with all the wisdom and energy of his mighty nature, the following form alone. There are two ways, the prescribed, foreordained forms, courses of study to be applied to all children alike, or the study of the individual child, its nature and the needs of community life. The best that a teacher or kindergartner can have is a broad faith in the possibilities of human growth and the quality of spirit that measures itself with that great purpose. Then come life, joy and progress into the schoolroom.

Now, let us make a proposition—a doctrine: A prescribed course shuts people up, but the moment a great problem, such as Froebel, Pestalozzi, Comenius and our own Horace Mann had, takes shape, then all the past comes in, not as a fixed doctrine or a fixed method or a prescribed method of procedure. The moment the problem comes to make men better, the children better, home better, then comes to your hand, ready to assist you, all the reinforcements of history and science of the past. It is fixedness of doctrine and method that I deny to be right. It is reverent progress I plead for, in the name of the problem of human liberty that has become greater and greater to the American people. I am pleading for the teacher who studies the children, the community and all the factors that enter into the child's life and community life and applies that which is good. The great-souled Froebel began a mighty work. He saw visions of regenerated humanity and he took one step which so far we have limited to little children. That step means a new spirit in education, a new life. It means that the teacher is one day to be the greatest artist on earth; that the art of Michael Angelo and Rubens sinks far below the art of developing an immortal soul. What has been given in the past few years by physiology and psychology? We know now that dullness, sluggishness and weak-mindedness are direct results of an imperfect body. This has been found since Froebel's day. No one can say what impulse Froebel gave to the research that resulted in the discovery. We know that there are definite stages of growth in children and that childhood must have nourishment suited to each stage. We know that the adolescent period is the period when the child's soul can be turned to heaven or cast down to hell. We know these and many more things in education. Shall they come to us or shall we as doctrinaires shut them out from us and say Froebel knew. I asked a superintendent of kindergartens what she proposed to do and she answered "Froebel knew." That is all one needs to know of that kindergarten. No thoroughfare. But, you say, there will be a great deal of bad work. We must expect blundering. Blundering and crudity are paths to higher things. We must get at the nature of the child and furnish him with the best we can, the means for all-around activities, play

and work for the development of what is most precious, a high motive.

As one who has taught school and tried to help children for forty-seven years, can I prophesy? No, I have no right to do it. If good, sound reason is not behind what I say, then according to the scientific method it should pass as idle wind. But I know that this country, which is working out the problem of the ages, of the world, of all the future, must have something better for the education of children. I know that God has furnished an inexhaustible means for the help of the human race. I know that the function of the teacher is to be a mediator; that God with all his riches will give man with his needs the bread of life every day and every hour.

I believe that Froebel has found a better and a higher way. Will you choose it? Listen to the words "Be ye not conformed to this world but be ye transformed by the renewing of your mind. * * * Even so we should walk in 'newness of life.'"

The "newness of light" is not a will o' the wisp, it is not following this, that or the other. It comes when you are on your knees, face to face with the questions of child growth and the nation's future, yea, the world's future. It comes when you earnestly study the needs of children and of society. It will come like a wave of newness of life, and believe me, it will help you in all your work.

It was my fortune to be a soldier in the greatest civil war that ever darkened the earth. I thank God I was old enough to go. I have also been in the war that was infinitely higher, namely, the war of the spirit, in the struggle for the higher life. These words came to me on camp and battlefield

In the beauty of the lilies Christ was borne across the sea,
With a glory in his bosom that transfigures you and me.
As he died to make men holy, let us die to make men free.
For God is marching on.

This I would change in just one word:

In the beauty of the lilies Christ was borne across the sea,
With a glory in his bosom that transfigures you and me,
As he died to make men holy, let us *live* to make men free.
For God is marching on.

We cannot all be heroes,
And thrill a hemisphere
With some great, daring venture,
Some deed that mocks at fear.
Yet we can fill a lifetime
With kindly acts and true;
There's always noble service
For noble souls to do.

WHY THE KINDERGARTEN WAS PUT BY SUPERIN-
TENDENT EDWIN P. SEAVER INTO THE
BOSTON PUBLIC SCHOOLS.*

MY acquaintance with kindergartens began in the year 1881, when, in making my first official visits in the Boston schools, I found the kindergartens then privately supported by Mrs. Shaw in certain school rooms granted rent free for that purpose by the school committee. At first I was amused by the novel exercises, and then pleased by the evident hold these exercises, or the teachers, or both, had upon the children. Longer and closer study of the kindergarten exercises convinced me that there was a real educational agency of singular efficiency.

Looking at it from the practical side I observed that there were some thousands of children in Boston whose education both morally and intellectually would be greatly advanced by their being placed at an early age in good kindergartens. I thought, too, that for all children the kindergarten was the best means of passage from the home to the primary school. A knowledge of the spirit and methods of the kindergarten spread among the primary teachers seemed likely to exercise a beneficial influence on the primary schools. There was no doubt that this same benign influence had made itself felt in many homes. Among the strongest early friends of the kindergarten were many parents whose children had been kindergarten pupils. There were many primary teachers whose experience with kindergarten children enabled them to analyze and describe the effects of the kindergarten system of instruction in favorable terms.

These were some of the considerations which moved me in 1888 to recommend that the kindergarten be made an integral part of the system of public instruction in the city of Boston. Since this was done, the public kindergartens have steadily grown in number and in popularity, in so much that nearly all school districts in the city are supplied with them, and one-third of the children now pass thru them before entering the primary schools. Our primary teachers have become more and more appreciative of the excellent foundation the kindergarten gives for the child's subsequent instruc-

*Reprinted from a letter included in the monograph on Kindergarten Education, prepared by Miss Susan E. Blow for the United States Educational exhibit at the Paris Exposition of 1900.

tion. Altogether, it may truly be said that the public kindergartens of Boston have fulfilled, and more than fulfilled, the expectations formed of them at the time of their adoption. Imperfections they have shown, as what schools or what things human do not? But every year there have been improvements, every year a better understanding of the essential principles when properly applied.

As to the subsequent progress of kindergarten children in the school grades, it has been impossible for me to arrange and properly carry out a thorough statistical inquiry. I can only say in a general way that my impressions, gathered from conversations with teachers these many years, lead me to the conclusion that the progress of kindergarten children compares very favorably with that of other children of the same age and similar environment. This progress is not so much manifested by the quicker passage from grade to grade in the schools—for there is much that is arbitrary and artificial in the rules governing the promotion of pupils through the grades—as it is in the broader and stronger work done by children whose education has been started aright in the kindergarten.

Another influence which obscures the result in statistical inquiry arises from the fact that the tests applied to determine progress are often quite out of harmony with that theory of education of which the kindergarten is an exemplification. The principles worked out by Froebel in the kindergarten were also by him applied to the later education of children and youth. Therefore, the subsequent progress of kindergarten children ought to be tested by the methods which are consistent with those principles.

Still another obstacle in the way of satisfactory statistical work is the fact that in very many of the classes of the first primary grade only a minority of the children are from kindergartens. The teacher is apt to adapt her methods to the wants of the majority. So it happens that the kindergarten children suffer from a change in the method of their instruction. What was so well begun in the kindergarten is broken off, and, consequently, the results that might otherwise have been expected never appear. Notwithstanding all these difficulties it has been possible in Boston to organize a few primary classes, composed wholly, or almost wholly, of kindergarten children. The progress made by such classes has been eminently satisfactory. This result seems to warrant the belief that if all children could be taken thru the kindergarten before entering the primary schools the instruction in the latter would be advanced and enlarged to a degree not now possible.

THE ROSE-BABE AND HOW ROBIN WATCHED FOR ITS COMING.

HYPATIA HOOPER.

ONCE upon a time while sitting on grass amid flowers, shrubs and trees I heard a talk between birds, flowers and bees. I knew I was not in Fairy-land because I needed no fairy to conduct me to the lovely place where roses, willows and trees grew with a silver-like brook wandering between them. Besides, anyone was free to go there, although I have never known of any other person hearing the lovely things talk, not do I hear them when I have company.

One day when I went to read in this restful place I discovered that something had happened or was about to happen. There was no loud voice, but everything quivered with excitement. Everything within sight of a rich green rose-bush was in a state of subdued commotion. The branches of the bush swayed this way and that way as if a cradle were rocking. Birds hopped and chirped, breaking in now and then with a soft, thrilling song.

On the top branch of the rose-bush a cradle was hung where the leaves hovered lovingly about it. The sun peeped between the leaves, and his beams, with their wee pink fingers, pulled gently at one end of the cradle, the breeze puffed, half playfully and half thoughtfully, at it, and birds looked, hoping to spy a treasure, beneath the leaves; but the bees buzzed and hummed knowingly, as much as to say: "Ah! If you only knew. If you could but see the treasure that swings in the tiny cradle!"

"I'm curious about that cradle," said a fledgeling robin. I am going quite near this morning to investigate."

The next moment he shouted: "Mother, come quick! Come and see, there are pink velvet blankets poking out of the cradle." "Hush!" said Mother Robin, "you will disturb the baby that sleeps in the cradle."

"Baby! Why Mother," exclaimed young Robin, "you know a baby could not be in there. It is smaller than the egg from which I was hatched. No birdie could be in that small place." "Remember I did not say a 'baby bird' was sleeping there, my son. There is

however, a wee babe there, but you must watch to find out what she is like."

So inquisitive was the little bird that he hardly left the spot from which he could see the cradle until the sun set in a hammock of golden clouds which was hung between two high mountain peaks and Mother Robin called her boy to have the evening meal, (a fine, fat worm), to sing a soft evening song and to go to bed.

Robin overslept next morning. Once awake, he hurried to his bath in the brook and ate his breakfast so quickly that he came very near choking. It was but a short time before he started for the rose bush to watch the cradle again. As he neared the bush his heart went pitapat. It was plain that something unusual had happened, for although everything looked bright and happy, all was so hushed that not even a leaf stirred. Robin flew faster than he might the sooner see the pretty green cradle. When he reached the bush he flapped his wings as he gave one whistle of surprise before becoming as quiet as everything else that was near. The surprise was enough to make any one stand still, for there in the middle of five pink velvet blankets and amid any number of yellow pillows sat the babe—a tiny one gowned in silken material of pure white. No wonder they feared to move when the babe looked so dainty and frail amid her delicate coverings and cushions.

Quiet was queen of the place until a bee hurried to the rose-bush and spying the beautiful baby rushed to the cradle and gave her a kiss. That aroused every one. The neighbors began chatting and the rose-bush begged the bee to go to Mrs. W. Rose, her cousin, Mrs. R. Rose, her sister, and Mrs. Y. Rose, who lived in the garden, with the message that a wee, dainty babe, had come to her home.

Away went the bee while the birds, especially Robin, sang a joyous song and the breezes danced. Suddenly all were quiet again, for what did they spy but the messenger bee with a dozen brothers hurrying to meet them and shouting: "Rejoice, rejoice, for babes have come to every Rose home and they all look like this one. Hurrah for the Rose family!"

"In the first month, when it is night,
If you are wise your lamp you'll light;
And when the second month you meet,
If you are hungry you should eat;
And in the third month, most of all,
To build a house you must lay the wall."

THE SITUATION AS REGARDS THE COURSE OF STUDY*

THE proceedings of this year's meeting of the Department of Superintendence of the National Educational Association are already in print. One of the exceedingly important addresses delivered at that time was upon the "Situation as Regards the Course of Study" by Professor John Dewey. The following paragraphs possess an interest both vital and imperative.

Describing the entree of the newer studies upon the educational field, he says :

Drawing, music, nature study, with the field excursion and the school garden, manual training, the continuation of the constructive exercises of the kindergarten, the story and the tale, the biography, the dramatic episode, and anniversary of heroic history found their way into the school rooms. We, they proclaim, are the working counterparts of the command to follow nature; to secure the complete development of the child; to present the real before the symbolic, etc. Interest was transferred from the region of pedagogic principles and ideals, as such, to the child as affected by these principles and ideals. The formulae of pedagogics were reduced in importance, and the present experience of the child magnified in importance. The gospel of the emancipation of the child succeeded the gospel of the emancipation of the educational theorist. This gospel was published abroad, and verily its day seemed at hand. It was apparently only a question of pushing a few more old fogies out of the way, and waiting for others to pass out of existence in the natural course of events, and the long-wished-for educational reformation would be accomplished.

But, as he proceeds to show, the affair was not quite so simple.

The fact that these newer studies are often regarded simply as fads and frills, is sufficient evidence of the main point, viz.: of the external and mechanical position occupied by these studies in the curriculum. Numbers of cities thruout the country point the moral. When the winds blew and the rains fell—in the shape of a financial stringency in the community and the business conduct of the school—the new educational edifice too often fell. It may not have been built entirely upon the sand, but at all events it was not founded upon a rock. The taxpayer spoke, and somehow the studies which represented the symmetrical development of the child and the neces-

*Address delivered by Prof. John Dewey at the meeting of the Department of Superintendence of the N. E. A., held in Chicago, February 26, 27, 28. Extracts taken from the published proceedings.

sity of giving him the concrete before the abstract went into eclipse.

It is, of course, agreeable to those who believe in progress, in reform, in new ideals, to attribute these reactions to a hard and stiff-necked generation, who willfully refuse to recognize the highest goods when they see them. It is agreeable to regard such as barbarians who are interested simply in turning back the wheels of progress. The simple fact, however, is that education is the one thing in which the American people believe without reserve, and to which they are without reserve committed. Indeed, I sometimes think that the necessity of education is the only settled article in the shifting and confused social and moral creed of America. If, then, the American public fails, in critical cases, to stand by the educational newcomers, it is because these latter have not yet become organic parts of the educational whole—otherwise they could not be cut out. They are not really in the unity of educational movement—otherwise they would not be arrested. They are still insertions and additions.

The difficulty in large part, he finds is, that "lacking a philosophy of unity, we have no basis upon which to make connections, and our whole treatment becomes piecemeal, impracticable and at the mercy of external circumstances. * * *

"We have got away from the inherited and customary; we have not come into complete possession and command of the present."

He finds then that the situation ceases to be a conflict between what is called the old education and the new. There is no longer any old education, save here and there in some belated geographic area. There is no new education in definitive and supreme existence. What we have is certain vital tendencies. These tendencies ought to work together; each stands for a phase of reality and contributes a fact of efficiency. But because of lack of organization, because of the lack of unified insight upon which organization depends, these tendencies are diverse and tangential. Too often we have their mechanical combination and irrational compromise. More prophetic because more vital, is the confusion which arises from their conflict. We have been putting new wine into old bottles, and that which was prophesied has come to pass.

The reality of education Dr. Dewey finds, not in the accepted precept and theory nor the mechanism of school organization and administration, but in the "personal and face to face contact of teacher and child." This states a conviction common to most true educators. Dr. Dewey shows in what fundamental respect this old-time machinery is inadequate to meet the demands of the present.

The conditions that underlie and regulate this contact dominate the educational situation. In this contact, and in it alone, can the reality of current education be got at. To get away from it, is to be

ignorant and to deceive ourselves. It is in this contact that the real course of study, whatever be laid down on paper, is actually found. Now, the conditions that determine this personal relationship are, upon the whole, the survival of the period when the domination of the three R's was practically unquestioned. Their effectiveness lies in their adaptation to realizing the ends and aims of that form of education. They do not lend themselves to realizing the purposes of the newer studies. Consequently we never get the full benefit either of the old or of the new studies. They work at cross-purposes. The excellence which the conditions would possess if they were directed solely at securing progress in reading, writing, and arithmetic, and allied topics, is lost because of the introduction of material irrelevant and distracting from the standpoint of the conditions. The new studies do not have an opportunity to show what they can do, because hampered by machinery constructed for turning out another kind of goods; they are not provided with their own distinctive set of instrumentalities. Granted this contradiction, the only wonder is that we are securing such positive results as actually come about.

He enlarges upon the importance of this close contact of the teacher and child in the following terse language:

The real course of study must come to the child from the teacher. What gets to the child is dependent upon what is in the mind and consciousness of the teacher, and upon the way it is in his mind. It is thru the teacher that the value even of what is contained in the text-book is brought home to the child; just in the degree in which the teacher's understanding of the material of the lessons is vital, adequate, and comprehensive, will that material come to the child in the same form; in the degree in which the teacher's understanding is mechanical, superficial, and restricted, the child's appreciation will be correspondingly limited and perverted. If this is true, it is obviously futile to plan large expansions of the studies of the curriculum beyond the education of the teacher. I am far from denying the capacity on the part of truth above and beyond the comprehension of the teacher to filter thru to the mind of an aspiring child; but, upon the whole, it is certain beyond controversy that the success of the teacher in teaching, and of the pupil in learning, will depend upon the intellectual equipment of the teacher.

We trust that the few paragraphs here quoted will have whetted the appetite for an attack upon the complete article. It will bear more than one reading and conveys a message to each member of that trinity made up of the innovator, the conservator and their middleman. The final word is one of encouragement, looking to a near disentanglement from some of the perplexities that at present face the conscientious educator. He says:

The forms of genuine growth always come slowly. The struggle of the newer studies to get a foothold in the curriculum, with all the attendant confusion, is an experiment carried out on a large scale; an experiment in natural selection, in the survival of the fit in educational forms. * * *

My topic is the situation as regards the course of study. In a somewhat more limited and precise view than I have previously taken of the situation, I believe we are now nearing the close of the time of tentative, blind, empirical experimentation; that we are close to the opportunity of planning our work on the basis of a coherent philosophy of experience and of the relation of school studies to that experience; that we can accordingly take up steadily and wisely the effort of changing school conditions so as to make real the aims that command the assent of intelligence.



GENERAL GRANT'S HOME.

STUDY OF SCHOOL EXHIBITS AT PARIS BY ANNA TOLMAN SMITH.

I N the consideration of these exhibits I confine myself wholly to the work of primary or elementary schools, that is, to the schools below our high-school grade, which latter were properly classified at Paris under the head of secondary education. The distinction between secondary and primary education, which is very definite in France, marks an important difference between the French system and our own. The primary schools of France are not the preliminary stage of an education which may be extended to the highest possible degree, but they are schools for the masses, and studiously adjusted to their demands and station.

The idea of education as an integral process alike in its beginning for all people, is not embodied in the French system. In this respect France and England are alike, save that the idea is scarcely yet admitted in England, whereas in France it has many advocates. It is on the other hand, an idea deeply inwrought in our own system, and stood forth as the distinguishing mark of our exhibit; nothing else made so deep an impression, especially upon the French. The distinction is seen in the infant school (*ecole maternelle*) as contrasted with the kindergarten. At first sight the exercises of the former seem freer than those of the kindergarten, but this is because they are more miscellaneous. They include formal, though simple lessons, in the three R's, moral instruction, and manual exercise. Amid the weaving, paper cutting, folding, stitching, there are quantities of familiar objects—baskets, boxes, knitted socks and vests, and outer garments for dolls, and, above all, flowers formed by the supple hands of children, from paper, tinsel cord, beads, etc. The work is interspersed with songs, and with plays in the open yard, or in the covered court, and there are daily baths and lunch, in which the larger children help the smaller as they would at home. The stories and songs relate to familiar experiences and the teachers are very ingenious in inventing material to interest the children in common things. One, for instance, showed the story of a baker skilfully cut out in black silhouette to be used as the basis of talks about making and buying bread. This is all very different from the principle of

*Reprinted from an article in the February *Educational Review*.

development as applied in the kindergarten. For Froebel's idea of growth thru ethical and aesthetic activities we have Pestalozzi's gospel of education, "the saving of people," as he said, "by an education which combines manual work with the acquisition of elementary knowledge."

The primary schools proper are classified in France as elementary primary schools and higher primary schools, but the latter are not secondary schools, and are not so regarded. They do not form a link between the lower grade and the university, but rather between the lower schools and apprenticeship to a trade either at a special school or in a business establishment.

The French Revolution made a complete break with the past; the new political order arose out of ruins, and the government has now to create the sentiments of loyalty and devotion which in other countries are hereditary. This charge is intrusted to the teacher of the primary schools: they are trained for this purpose and they give themselves to it with passionate ardor. It follows that history becomes particularly the means of invoking patriotic sentiment: the bias is seen in the apt stories which introduce the younger pupils to the subject, and which they reproduce very neatly in their *cahiers*, rounding off generally with a reflection as "By all noble hearts the country is beloved." This spirit is well maintained, even in the higher primary schools, where amid admirable lessons in ancient and mediaeval history, one will come upon an elaborate exercise on the history of France and its splendors, or a study of the modern period of France, treated with the utmost regard to the chronological sequence of events, but glowing with the sense of unrivaled achievements. We have had a similar phase of history teaching in our schools, but we now seem to be animated by an idea which a French writer well defined as that of "developing the mind by habituating it to reason, to compare, and to judge."

The recent impulse toward moral instruction in France has something of the former of the Protestant Reformation, if one can imagine a likeness to that movement where conscience is omitted. The subject not only has its own set treatment, but it is involved with every other subject—even problems of arithmetic turn on moral notions, as the abuse of tobacco or the importance of thrift. A moral maxim starts the exercises of the school day, and teachers vie with each other in inventing novel devices for establishing moral habits in their pupils. In one school the teacher keeps a register of

the pupils, in which their bad and good acts are entered; in another the children recount the story of the school day, with reflections upon the conduct of their mates. Undoubtedly in American schools this maxim-made moral would excite contempt, but in judging of its effect in France we must remember their racial vivacity and quick response to sentiment.

The school work by which we were represented at Paris was strikingly unlike that of the two rival systems. It lacked the methodical uniformity of the French work, and it had not the sign of stress on the will which marked the English. Two very novel features were, however, impressed upon our work that were not seen elsewhere and that excited the liveliest interest. It revealed a principle of its own which may be called the principle of free activity. From the work of the lower grades it really appeared that this most capricious element of human nature had been made to bear a part in formal training. It was shown particularly in the elementary stage of the drawing where children were encouraged to express themselves pictorially. As drawing, the result was often grotesque, its value depended upon the use the teacher was able to make of it. Sometimes the subsequent training seemed to preserve and develop the inward idea with which it started; more often it passed without effect into formal procedure. It was more difficult to trace the application of the principle of freedom in other exercises of the lower grades, and it apparently failed in the higher grades.

Our work showed also a method which, as carried out in many exercises, seemed opposed to the principle of freedom. It may be called the method of artificial relations or association of things on superficial grounds. There were indeed some admirable examples of correlations which harmonized with the idea of freedom because they drew the child's attention to objects interesting in themselves and adapted to his powers. Hence his thought and expression could be developed* spontaneously around them. In particular the correlations of nature work, drawing and language, had this character, while the exercises in combining number work with drawing and language made exactly the opposite impression; they seemed stiff and unnatural, and without any compensating advantage in drawing or in language, they detained the child too long on simple relations of quantity which average children can quickly master.

DOES THE CRITIC MISINTERPRET FROEBEL AND THE KINDERGARTEN?^{*}

FREDERICK EBY, PROFESSOR OF PEDAGOGY, BAYLOR UNIVERSITY.

THE student of education must view with interest the changes which are taking place within the kindergarten. It is passing to a stage where it no longer fears, or even disregards, criticism, and is slowly becoming responsive to the advancing intelligence in regard to pedagogical matters. But there are still many in the ranks, and also some among the leaders, who fail to recognize that the critic of their theories and practices is not necessarily a foe, but is most probably a sympathizer and friend, who has no intention to injure, but rather would aid the kindergarten to attain the perfection of its function. There is indication, too, that the intense Froebeloaltry is beginning to abate and that a saner estimate of the great master is at hand, an estimate which recognizes his full value and yet discounts his childish follies. The time has ceased when all kindergartners believe that TRUTH and Froebelianism are identical, and that the critic may be completely disarmed by a reference to the teachings of Froebel. Every one will admit that among the classical writers on education there is no richer or more suggestive author; but he is at once a true and a false prophet. He is a seer who saw a century in advance of his day, he is the false and misleading prophet in that he vitiated his message by giving it a setting that contains the merest balderdash and puerile nonsense. Most unfortunately it has been the false Froebel of childish methods, fanciful symbolism, ridiculous analogies, and effeminate sentiment that captured and swayed the early leaders of the kindergarten, rather than the better Froebel of true educational insight, who stated laws and eternal principles. The kindergarten took the full harvest, and finding no one to winnow the grain, was contented with the chaff.

It is somewhat surprising to see how glibly some kindergarteners decide what belongs to the master, and what is false teaching; espe-

^{*}Professor Eby explains his purpose and assumes the responsibility of the above article in the following letter: "Dear Editors—In your latest issue of the magazine you have published a paper by Miss Laura Fisher, of Boston, which, although it does not mention directly my name, still by its quotations and matter is an evident attack on my article entitled 'The Reconstruction of the Kindergarten.'" I do not wish to complain, but I would be pleased to know if you will publish a reply to the article by Miss Fisher. I do not seek to arouse a controversy, but Miss Fisher has evidently not read the same Froebel that I have and I am very confident that many of her statements about Froebel and his beliefs are manifestly false and can be so proved by overwhelming evidence in scores of passages. Will you print in your next issue or in the following one a reply? It is only with the greatest love for the kindergarten and for its future welfare that I wish to make this reply. Very truly,
FREDERICK EBY."

cially when there are, in all probability, not half a dozen who have seen and read their author completely in the original. It is then no wonder that by branding all criticism as "unFroebelian" they can read it out of court, without inquiring whether it is right or wrong, true or false. Moreover, it is a completely wrong assumption on the part of many that the kindergarten has realized fully the ideal of Froebel, and that consequently, when a criticism is directed against the kindergarten practice of the day, it may be proved untrue because Froebel advocated the opposite teaching. For example, there is no feature upon which he placed greater stress than upon free play in the open air. He never planned a kindergarten of the sedentary or the monastic order, and yet the general practice is far from recognizing this fact. He advocated gardening, nature study, play in the open air, and many kindred healthful exercises which the kindergarten has never attempted to realize. So that it is mere presumption on the part of the kindergartner who will undertake to justify kindergarten practices by the writings of Froebel.

In a recent article and address one of the most prominent kindergartners of this continent has undertaken to show that the critics of the kindergarten have fallen into "numerous and marvelous misrepresentations and misconceptions." From a study of the kindergarten as it exists, and also of the complete works of Froebel I am firmly convinced that the critic is not open to such grievous faults, and that he has understood the meaning of the teachings of Froebel, while the kindergartner has misinterpreted her author, and does not represent the kindergarten practice as it actually exists today. I wish, then, to examine some of the statements of this writer and to compare them with the text of Froebel and the stated opinions of the foremost kindergartners, to determine whether or not the critic has so grossly misconceived the kindergarten as the writer would make believe.

MISCONCEPTIONS OF THE GIFTS.—Taking these misconceptions in the order in which they were stated, we have first:

"It is a misconception to state that Froebel intended that these should be the exclusive objects presented to the child, or the only toys with which he should be allowed to play. Froebel repeats again and again that these gifts should be used *together with* all those other objects that come naturally into the child's environment."

It is an undoubted fact that Froebel recognized the value to be derived from a knowledge of nature in all its manifestations, but that he intended the infant to be given a knowledge of natural objects primarily for their own sake is by no means the case. His writings abound with passages which point out that the child ought not to view nature except thru and in connection with the symbolized forms which he had created, and *everywhere* he placed more emphasis on the recognition, by the child, of the "law of unity" than he did upon the natural objects themselves. It is a misleading statement to imply that Froebel made the study of things in any way

co-ordinate or equal with the study of the gifts. *These gifts, he was fond of saying, are the alphabet of nature and come before natural objects and between natural objects and the child.*

Compare the following statements of Froebel with the statement of the author.

"But the great abundance of these things which present themselves chaotically to his unpracticed senses makes the earliest work of the human soul a difficult one, and the impressions are therefore indefinite and confused."

For this reason he would not have the child study or observe natural objects first but only the gifts.

Again:

"Allein die Natur mit ihren Erscheinungen steht einestheil dem Menschen zu nahe, anderseits zu fern, und es bedarf darum besonders für das Kind eines vermittelnden Dritten, was gleichsam die Eigenschaften jedes Gliedganzen der Natur wie des Kindes als Gliedganzen des All-lebens in sich einigt und doch keins die beiden ist. Dies ist der Ball."

Again he says:

"But the ball always remains as the uniting and explaining object, and thus the true means of connection and understanding, and the very plaything to connect the child with his nurses and his surroundings."—*Pedagogics of the Kindergarten*, pp. 51.

To grant that Froebel advocated the use of other objects is one thing, and to say that the kindergarten of today is presenting the child with *as many of the objects of its surroundings as possible* is quite another thing. It is undoubtedly the case that in his early days Froebel placed value on the observation of natural objects. But in his later days when his mind became habituated to his inane and senescent symbolism, he no longer advocated the close acquaintance with the natural objects, but was concerned only to give the child as soon as possible a symbolic formula, a short cut, to his metaphysical fetish, the law of unity and contrasts which he borrowed in its crude form from Schelling. In his old age when he developed the kindergarten gifts he would have nothing given to the child which does not fit into his logical series, and can thus be used along with the gifts to symbolize his great law. The kindergartens to the present day will not permit any toys or other materials which cannot be fitted into the principles thus laid down by Froebel.

That the kindergarten is gravely at fault in this matter can be judged from the following statement by one of its prominent leaders. She writes:

"Froebel's gifts and occupations, necessary as they are, can never wholly take the place of natural things, nor can they even be used in the kindergarten as the sole agents employed in a first course from which the children are to be eventually graduated into nature study.

"I value the occupations, and believe that modified they have their place. But before, and above these tools, I believe in nature. . . . But they (the children) are absolutely cut off from a whole range of experience that are as common as rain and sunshine to the country child; and yet we bring them a host of nature songs, nature games, and nature stories, when they are utterly deprived of those experiences which would render these intelligible."—*Nea*. 1896 —. 50.

Some time ago a syllabus was sent to many of the prominent kindergartners of this continent, and among the questions was this: "What other material than Froebel's is used, in what proportion, etc?" The replies to this question show conclusively that "every intelligent kindergartner" does not use other objects to any extent. Among the very limited objects that have been introduced are wooden beads, peg boards, tiles, buttons, painting, stringing daisies, soap bubbles, straws, and a few more. It had been hoped that it would be possible to collect a large number of such additional play materials and thus reconstruct the play materials of the kindergarten throughout, but so few changes have been made that this was an utter impossibility. *It is absolutely untrue that "toys" have been introduced except in very rare instances.* They are even banned by the orthodox kindergartner and all because they do not fit into the logical system and cannot be used as symbols. *Furthermore the doll which is as universal as the ball, and a more natural plaything, has been completely rejected, except in a very few instances.* In the face of these facts it is the sheerest ignorance and misrepresentation to state as a misconception of the kindergarten that the gifts are practically the only materials used for play in the kindergarten.

Second. We are told, it is another misconception of the gifts to think "that qualities are taught apart from objects. Froebel has never claimed that a knowledge of the properties of objects could be learned apart from the objects themselves."

Compare Froebel:

"Thus all which the child needs in the expression of his life and activity, . . . are afforded by the ball; for, as it is a whole in itself, it is, as it were, the representation, the general expression, of each whole. The child can see each whole and himself in it, etc."

Again:

"In the plays with the ball the universal qualities of material objects are thrown into relief. Hence thru these plays the child learns to recognize the qualities common to all things in his environment—i.e., material, weight, force, cohesion, elasticity, etc. In the structure of the ball he recognizes form, size, and number, in undivided unity—a three in one. Thus the ball becomes a key to the child's environment, and a guide to and interpreter of nature both as regards her outer manifestations and her inner life."—*Pedagogics of the Kindergarten*, p. 199.

But not only are the gifts to be used as the principal, and, in many cases, the only means, for teaching the qualities of objects, according to the writings of Froebel and his successors, but he claims that even totally unknown and unseen objects can be taught to the child in this way by means of the ball. He believed that by the symbolism of the ball the child can be given such a distinct conception of an unknown object that the child will be able to recognize the animal when later it is brought into his presence. That the kindergarten has been trying to teach children the characteristics of things they have never seen or known is evident to everyone who

has followed its practices, and can be seen from the statement of writer quoted above from the report of the N. E. A.

It seems inconceivable how a leader in the kindergarten can make the statement "that Froebel never intended the philosophy of the kindergarten gifts to be expounded to or *understood by the child.*" Surely the author of this statement can distinguish her own advanced and enlightened opinion of the matter from the belief and teaching of Froebel, and his followers. There is scarcely a page devoted to the explanation of the gifts which does not imply or directly and distinctly show that the "Philosophy and Symbolism" were intended especially for the child. There is certainly no central doctrine upon which Froebel insisted so much as the belief that there exists in every child from his first days, not merely potentially, but even actually, the germ of all the intellectual capacities of the future man. For this reason he asserts, time after time, that the child must have symbolized to him the relations of life, of which he shall be completely conscious in later days. So, too, with his own self-consciousness and the law of the universe, the child early "yearns" for symbolic representations to suit his age. In proof of this I take the following quotations:

"The child will always, by degrees and in the progressive course of its own development, in play and by means of play, come to the premonition, perception, and finally to the recognition of unity, constancy, and conformity to law—yes, of the similarity of the laws of all development. . . . As it is important for him that he himself in play, even as a child, by play should perceive within and without how from unity proceed manifoldness, plurality, and totality, and how plurality and manifoldness finally are found again in and resolve themselves into unity, and should find this out in 'his life.'—Pedagogics of the Kindergarten, pp. 88.

"The child of humanity intrusted to them for his holy nurture will thus, thru silently verified perception, thru the strength, action, and inner coherence of the mind, come to the silent premonition that behind the varied phenomena of life, apparently accidentally thrown together rests quiet and hidden the great law, as simple as it is clear, of these phenomena."—Pedagogics of the Kindergarten, pp. 86.

"Again, dear mothers, dear fathers, and nurses, do not think and believe that the child in his predominantly physical, indeed as yet quite helpless stage of development, is not susceptible to all that has been mentioned. You err deeply, you err to the great detriment of the whole future life of your child and the fruits of your otherwise strenuous care of the child."—Pedagogics of the Kindergarten, pp. 58.

"We must render perceptible to the child the unity of the world, absolute existence, the world within; and these in an earthly, human, childlike, intelligible fashion. Unity must be perceived in variety, absolute existence in all things, harmony in melody, the soul in the body—in a word, all things in all things—and this thru many-sided harmonious active life and work. Such things we have to give to children thru the system of ordered games and occupations which I have created."—Froebel's "Letters by Poesche." Tr. by Moore, pp. 57.

Strange as it may seem, one of the very evident intentions of Froebel was to make the child self-conscious. He believed that the same law which is at the foundation of the physical universe is also the basis of mind and self-consciousness. He desired therefore to

give the child the philosophy and symbolism of the gifts so that these might early bring the child to a recognition of his self-hood, and the unfolding spirit within him. The gifts were to be to the child a "mirror" of his own inner development.

In stating the purposes of the gifts he says:

"Thirdly, that he (the child) may perceive their unity and law to be one with the unity and law pervading his own life, and its development. Lastly and fourthly, that this double perception may give him the means and show him the way, . . . to trace out the unity and law underlying all vital phenomena whatsoever."—Letters, pp. 87.

Again:

"Let us give to the child . . . an object . . . in which, as in its own mind, the unity of all manifoldness is contained; which it perceives in its new existence, in which, therefore, thou as yet quite unconsciously, it can see its own self-dependent, stable, and yet movable, as it were, in a mirror, as well as test and exercise such life by such an object. And this plaything is the sphere, or rather the ball."—*Pedagogics of the Kindergarten*, pp 31.

To add to these quotations from Froebel may seem redundant, but it may be well to show that the disciples who stood closest to him in the exposition of his system, and to whom he gave his doctrines most intimately, agree with him on this point. The chief instrument of the propaganda of the kindergarten thru two continents, the Baroness Bertha von Marenholtz-Buelow, believed most strongly in the philosophy and symbolism of the gifts, and held that it was understood easily by the child.

"Our muscular system consists of the so-called contracting and extensor muscles, which form a connecting of opposites by their functions of drawing in and stretching out. The combination in which these appear in the organism is the connection of opposites. Now, when in the gymnastic exercises we tell the children to stretch out their arms and then draw them back, cannot they comprehend that they are connecting these opposite functions."—*The New Education*, by Work, pp. 62.

"The child before whose eyes sensible objects are brought in the correct order of parts to the whole, and in the logical connection of things, will, when reflective power is developed, perceive this order and logical connection clearly and definitely in the intelligible world also, and be constrained in a measure to refer back the visible objects to their invisible causes."—*Reminiscences of Froebel*, pp. 153.

The replies to the syllabus already referred to indicate that there are kindergartners who believe that the children do understand the symbolism of the gifts.

One paper says:

"The children, it seems to me, understand their symbolic value so naturally, that this is a fact to prove their value. . . . The little, crude shape is full of meaning to the child because it is a symbol of the real."—No. 6.

Another says:

"Children understand the analogy between outer and inner sunshine, and thru this power of analogy it is possible for them to receive abstract truths thru the kindergarten materials."—No. 55.

A third writes:

"Kindergarten children cannot grasp abstract truths. He must get hold

of the truth thru the symbol, . . . But great care must be taken that the symbolism is true and not exaggerated."—No. 4.

It must be looked upon as a sign of progress in the kindergarten that the child is supposed to know naught of the "logical order" of the gifts or their symbolical meaning. This is an evidence that kindergartners are breaking away from the letter of the Froebelian cult and are allowing the child to lead them.

But that Froebel was firmly convinced that the child could understand the "logical order" and would consciously respond to it, is as clear as anything in his teaching. He said, in speaking of the third gift:

"This plaything appears to the child as the key to the outer world—as an awakener of his inner world."

"By the use of this gift (the third) are recognized, comprehended, and represented, gradually and increasingly, the GENERAL in the PARTICULAR; the most GENERAL in the most PARTICULAR; unity in the individual; the simple and united in the various and manifold.

"But now how does this gift awaken and develop the inner world? In this way, that by means of it become perceptible the general as a particular; the single as an individual; the inner as an outer; that which is felt and thought as a thing which has shape; and the unity, the simple as a plurality, a manifold thing; and thus the invisible becomes perceptible in the visible."

"True knowledge of Nature and the outer world, and clear self-knowledge, early come to the child by this dismembering and reconstruction and perception of real objects, althou, etc. . . . Even the first plaything of this series leads to clear and distinct, to general and simple conceptions."—*Pedagogy of the Kindergarten*, pp. 123.

If, moreover, we consider the testimony of the kindergartners themselves, we are led to believe that the author is wrong in stating that "of their 'logical order' and their symbolism the child knows naught." The following replies from kindergartners represent the most enlightened opinion in regard to the subject, from the kindergarten standpoint.

A. "I think it has great educational value for both teacher and pupil, opening up a little world of evolution."

B. "It produces mental growth."

C. "Yes, it exerts a strong influence on the minds of children, making them logical and reasonable."

D. "I think such a conception of the gifts has educational value. It develops a certain thoroughness, a tendency on the analytic side to investigate, a desire to know of things, . . . on the synthetic side, originality results, new combinations, creativeness, a knowledge of how to use ones knowledge."

E. "Immense value, first for teacher. She learns to think in an orderly way. It effects the pupil in the same way."

It is a useless pursuit to dispute whether Froebel expected the child to see, feel, or be influenced in any way, consciously or unconsciously, by premonitions, intuitions, or any other manner, by the logic of the gifts. To him this law was the unitary, universal law of nature and spirit, and he intended the child to be so trained

that he would early recognize this law in himself, and in nature, as well. It is a metaphysical fiction he borrowed from the idealistic philosophy of his time, and so far as education is concerned it is as idle a piece of scholasticism as ever burdened human wits. In its practical use to determine a connected series of toys and play materials it is as injurious as any metaphysical principle could be. If we must determine the order and nature of the toys and play materials of children according to any "profound philosophical principle," let us be careful to employ the principles of the philosophy of common sense. We must look to the nature, and normal healthy interests of the child for this principle, and not to the cramping, epistemological theory which limits and restricts in an artificial manner the playthings of infants. It is doubtless true we regulate the "food we give to children" and are successful all too frequently in regulating the infants out of the world entirely, or in having them grow up with impoverished and weakened bodies. It would be very much better, as every physician knows, if mothers and others would recognize that nature herself has provided the proper food for children, and at the same time placed with the children the regulative principles for its use. The artificial feeding of children's bodies, with its consequent neurosis, and physical degeneration is equalled only by the artificial feeding of children's minds with the premature and precocious intelligence bought at the frightful expense of those vital energies which ought to be stored up for the future development of the children.

KINDERGARTEN SYMBOLISM.—It is a real pleasure to observe the very sensible attitude which most kindergartners are now taking upon the practice of "childish analogizing." That the kindergarten has lost its sentimental habit of calling "all cubes papa, mamma and baby cubes," is a happy sign of progress. We are beginning to see in all departments of education that what is "childish" from the adult point of view, is very essentially different from what is "child-like." But in passing away from this sentimental practice the kindergarten shows its capacity to improve upon Froebel. It was directly from the master that this practice has come and it is defended in some of the latest literature. It is merely the second part of the kindergarten symbolism found in the Mutter-und-Koese Lieder. Thru the gifts a metaphysical law was symbolized, in the plays in a similar manner it is the child's relationships to God, the family, church, industrial world humanity, etc. One quotation will throw sufficient light upon the matters as Froebel understood it.

"The games in a circle hardly ever make the children tired. . . .

"This kind of play is the symbol of a triple life. First, it is the symbol of the individual life of the man and of the child. Next, it is a symbol of the life of nature, where, as in the case with the planets, all revolves about a midmost unity, a definite sun or center.

"And thirdly, it is a symbol of the collective life of mankind in general, whose ultimate point of relation and of union, also rests on the universal midmost unity of all life, upon God Himself. *Believe me, dear cousin, I hold*

it certain that a child yearns for such symbolic relations of life;" etc.—*Letters*, pp. 61.

To state the plain truth, Froebel at one time observed an infant point to three stars, and call them a papa, mamma and baby. This fitted into his triune fetish and so infatuated his imagination that he at once concluded that the child yearned for a symbolic representation of family life.

Froebel's conception of the nature of the child's mind is entirely opposed to all the rational conceptions of child psychology. He denies that there is an evolution in the order and nature of the child's mental capacities. Guided by evolutionary thought psychology has demonstrated that the child's mental life is not merely a gradual increment and strengthening, but an evolution in which the mental life passes thru elementary stages which are unlike the later stages. Froebel would begin to train the child to exercise and develop those social virtues which are demanded of the adult alone, and to exercise and know those social relationships which are years in advance of him. Children do not in any sense "yearn" to know by symbols, or otherwise, the relationships of adult life, and it is merely a childish theory that teaches that they do.

The supremely important question of the traditional game versus free play and spontaneous imitation has been already sufficiently discussed in my paper in the Pedagogical Seminary, and it would be mere repetition to take up the matter here. But this much may be added to clarify matters: The traditional game must be distinguished from the mother's plays with her infant such as, "This little pig went to market, etc."; "Baby, baby, bunting, etc." These nursery plays are not "games." They are exceedingly useful but they are played with infants in arms and not with children in the kindergarten stage. We must recognize that kindergarten children need games very different than those of the unconscious infant, who cannot walk, or associate with his fellows, or imitate the objects of his environment. The traditional games are those which bring in the quality of co-operation, rivalry, etc., and are in no ways natural to the kindergarten child. Yet it is largely these games which in a modified form, or games seeking to develop these characteristic, that are introduced into the kindergarten.

SPONTANEITY VERSUS CONTESTS.—Finally we are warned against the misconception in the field of discipline. It is stated, "The most serious misconception of the kindergarten lies in the statement that it sets out to make all things easy, and to insist that the child shall do nothing that he does not wish to do." Space will not permit me to discuss fully what the opinion of Froebel was, as regards this question. His teachings in reference to it at the beginning of his career and at its end do not agree, and I prefer to follow what he said and did when he was not under the sway of the monoidealism of the kindergarten symbolism.

But with reference to this question of will training, I wish, quite

apart from what Froebel advocated, to enter a strong protest in the interests of hygiene against the present practice in many kindergartens. When we consider the extreme immaturity of the child from three to six and the awful danger of injuring an organism so plastic we ought to go slowly. In these years the infant is growing rapidly in size, his brain is rapidly enlarging, and is in a very unstable condition, his power to make a sustained effort is almost nothing, his will is undeveloped, his attention is fluctuating. Add to this his absolute need for abundant sleep, healthy nourishment at frequent times,, freedom from restraint and all exciting stimuli, together with the incessant fatigue, excitements which are brought to bear upon the children day after day for three unbroken hours, and we learn why mothers complain that their children are nervous, restless, excitable, troubled with dreams, etc. We know also the causes of manifold neuroses, and mental derangements. The child at this time of life when every energy of his being should be husbanded for future development, must vegetate, and it is absolutely cruel to begin to "break him in" to all the forms and virtues of adult society. We need again a Rousseau who will cry out a warning note "children must be children before they are men."

A SPRING SONG.

MILDRED E. POOLE.

Up in the elm tree's leafy shade,
An oriole's building a dainty nest.
The while from his orange-tinted throat
Is coming the softest, sweetest note.
He is practicing cradle songs, don't you see?
For the baby birds that are to be
A-swinging there in the old elm tree.



BELLE ISLE, DETROIT.

IMPORTANT GATHERINGS.

NATIONAL CONGRESS OF MOTHERS.—ILLINOIS SOCIETY FOR CHILD STUDY.—CHICAGO PUBLIC SCHOOL KINDERGARTNERS' ASSOCIATION.
MISS BLOW'S CHICAGO LECTURES.

IF any doubts of their being welcome existed in the minds of officers, delegates and visitors to the fifth annual convention of the National Congress of Mothers, held in Columbus, Ohio, May 21-24, 1901, such doubts were certainly dispelled at the first session of the Congress by the profusion of welcomes brought to us from many sources.

First thru its president, Mrs. Edgar M. Hatton, the "City Federation of Women's Clubs" expressed its delight at having the Congress in Columbus. Then came a welcome from the state of Ohio thru its Secretary of State, Hon. J. C. Laylin. For the city of Columbus, Mayor John N. Hinkle, not only assured us we were welcome, but in extending the freedom of the city invited us to call at the city hall to ask for anything we wanted. This was perhaps a rash thing to say to a body of eager mothers, but we have heard nowhere that any undue advantage was taken of this invitation. When we learned later of the substantial backing the Board of Trade had given to their welcome we knew in part the secret of the gracious and eloquent words used by their secretary, John Y. Bassell, Esq., when he, too, bade welcome to the National Congress of Mothers. Eloquently, artistically, simply, beautifully, the "Club Women of Ohio" were represented in an address of welcome by their president, Mrs. James Hopley. Then as a fitting climax to these welcomes was the one tendered for the "Mother of Columbus," by Mrs. Lydia C. Brown, president of the Froebel Club.

The subsequent attentions of the board of managers and various committees of entertainment were certainly a death blow to any possible questioning germ of doubt as to our welcome in Columbus.

From the first, every member of the official board of the Congress was present. In the program special time was very wisely allotted to reports of committees and delegates and necessary business. Audiences as well as makers of programs do well to remember that the real work of any organization can only be learned thru these reports and that they are as important to growth and development as the most eloquent address can possibly be.

The other topics discussed were as follows:

"New Times; New Methods—Why Juvenile Courts and the Probation System Should Exist in all States," Hon. Harvey B. Hurd, Chicago, Ill., author of Juvenile Court law; "The New York Congress of Mothers, as it Affects Home, School and Children,"

Mrs. D. O. Mears, president, Albany, N. Y.; "Outline of Policy and Work of Michigan Congress of Mothers," Miss Harriet A. Marsh, president, Detroit, Mich.; "Results of the Organization of Motherhood in Pennsylvania," Mrs. Frederic Schoff, president Pennsylvania Congress of Mothers, Philadelphia, Pa.; "Greetings and Report of Iowa Congress of Mothers," Mrs. Isaac Lea Hillis, president, Des Moines, Iowa; "How Illinois Organized a State Congress of Mothers," Mrs. Roger B. McMullen, president Illinois Congress of Mothers, Evanston, Ill.; "The Effect of Mothers' Clubs on the Community," Mrs. Edwin C. Grice, Riverton, N. J., president New Jersey Congress of Mothers; "When and How Connecticut Organized a Congress of Mothers," Mrs. James S. Bolton, president Connecticut Congress of Mothers, New Haven, Conn.; "The Youngest Child of the Congress—Virginia," Mrs. Kate Waller Barrett, Alexandria, Va.; "Messages from Organizers in Other States;" "Conference of Parents and Teachers; Practical Methods of Co-operation Between Home and School," Hon. Charles R. Skinner, Albany, N. Y., superintendent public instruction for New York; Mr. J. A. Shawan, superintendent Columbus schools; Mrs. E. R. Weeks, Kansas City, Mo.; Mrs. Marian Foster Washburn, vice-president Illinois Congress of Mothers. Discussion, open to all, limited to five minutes for each speaker. "Bad Habits of Posture; Their Results and Their Prevention," Dr. Eliza Mosher, Ann Arbor, Mich., professor of hygiene, Ann Arbor University, dean and superintendent of physical education, University of Michigan; "Structure, Growth and Development of the Little Human Machine," Miss E. Marguerite Lindley, chairman committee on physical economics New York Assembly of Mothers; Conference; "Moral Education in Public Schools," discussion led by Mrs. E. R. Weeks, corresponding secretary National Congress of Mothers; "Vacation Schools," conference led by Mrs. Edgar M. Hatton, president City Federation of Clubs, Columbus, Ohio; "Child Labor in the South," Mrs. J. P. Otley, Atlanta, Ga; "Opportunity of the 20th Century Woman," Mrs. J. P. Mumford, Philadelphia, Pa.; "Mothers' Clubs an Important Factor in the Elimination of the Slums," conference led by Mrs. A. R. Ramsey, representative of "Public Ledger," Philadelphia; "The Trend of the Teens," Prof. Sherman Davis, Indiana University, Bloomington, Ind.

To discuss here the program in detail is obviously impractical. That the addresses were all marked by a high degree of excellence and earnestness of purpose was evidenced by the close attention of the audience and the eagerness to participate in discussions when privileged to do so.

There were, however, certain things that so emphatically stood out as landmarks of progress and growth in this great national gathering of mothers and teachers that they deserve special mention.

One of these was the address of Hon. Harvey B. Hurd, of Chicago. Judge Hurd is the author of the legal treatise, *Juvenile Court*

Law, and is the president of the Illinois State Association. His theme, one to which he has devoted much study and investigation, *New Times, New Methods—Why Juvenile Courts and the Probation System Should Exist in All States*.

In discussing the experience of the past in regard to the care and attention of children of wayward tendencies and objectionable surroundings, he said: "We are all agreed that it is not as well to bring up a child in an institution as it is to bring it up in a family; that formation is better than reformation; and that the rigor of criminal law does not compensate for the parental care and guidance. Our orphan asylums, industrial schools, houses of refuge, and the like, have made but very little impression upon the ever-increasing number of dependents, and the making of criminals goes on apace. Some better way of correcting these evils remains to be discovered; one that embraces the whole family rather than breaks it up. I confidently look to the Mothers' Congress to carry on the investigation and solve the problem." He then referred to the Juvenile Court law of Illinois, and said that while he was not disposed to claim everything for it, yet he would say that it was letting in a new light upon the subject and might lead to something better.

It is founded, he continued, upon the principle that the privilege of the state as *parens patriae* is to supply that necessary parental care and discipline which the natural parent may fail to give. It provides many ways of removing the delinquency and inspires the child with an ambition for better things. He then presented an account of the law.

For nearly an hour the closest attention was given to Judge Hurd's earnest and clear-cut exposition of the Juvenile Court law as it exists in Illinois. It would be presumption at this date to attempt to forecast the far-reaching influence of his words upon the audience, composed as it was of men and women of both intellectual and social power. It certainly is impossible to estimate future results in the training of youthful offenders at home, at school, at large when parents and teachers are united in investigating this subject from Judge Hurd's standpoint. For this and all other addresses of the convention write to Mrs. E. R. Weeks, 3408 Harrison street, Kansas City, Mo.

The underlying sentiment of the entire convention seemed to be expressed in the address of Hon. Charles R. Skinner, of Albany, superintendent of public instruction for the state of New York. Professor Skinner's talk was on the advantage of conferences between parents and teachers, with practical methods of co-operation between home and school. Among other good things, Mr. Skinner said:

"Teachers and parents can profitably discuss questions of discipline, good habits, temperance, industry, self control, good morals, unselfishness and how to secure prompt obedience, which, after all, is the true basis of good government whether in home, in school, in community or the state. Teachers can well advise parents as to the

literature to be chosen, and in many other branches of knowledge, such as hygiene, etc. By better acquaintance with each other, parents and teachers may combine to force the public to better the condition of school houses and school grounds. School rooms should be as pleasant as the homes from which the children come."

Co-operation, therefore, is the one thing Mr. Skinner believes in thoroly, and his ideas in that regard were eloquently delivered.

When he advocated the setting apart of one session of each county teachers' institute in New York for a parent-teachers' conference, and suggested the possibility that an appropriation from the state treasury might be secured to advance such work, we felt indeed that a keynote of progress was surely ringing with no uncertain sound. From its first inception the mothers' organization in New York state has had no better friend than Superintendent Skinner, and his earnest, thoughtful words at Columbus convinced his hearers that he is still in full sympathy with all effort that promotes a closer relation of home and school all over the land.

Another sign of growth in the work of the National Congress of Mothers is the increase of state organizations. The number was increased to eight by the organization of Ohio during the convention at Ohio. The eight, arranged alphabetically, are as follows: Connecticut, Illinois, Iowa, Michigan, New York, New Jersey, Ohio, Pennsylvania. Still another signal of progress is the placing of four salaried workers in the field as state organizers of mothers' clubs, for the month preceding the Columbus convention. They are as follows: Mrs. Marian Foster Washburn in Illinois; Mrs. Cornelia James in Ohio; Mrs. Mary E. Mumford in Pennsylvania, and Miss Mary Louisa Butler in New York. The reports of the four organizers before the executive board of the National Congress shows that the field is ready and the harvest is ripe for reaping. Both mother and teachers are eager for just the help and impetus thus brought to them. How long such work can be continued depends upon the financial support of the congress. The treasurer's report showed all indebtedness met and a few dollars in the treasury. A larger growth means larger expenditures, which we trust will not be forgotten by those to whom large incomes have been intrusted. The mothers' needs and the problems of childhood are ever before us and we who were at Columbus realized this as never before. The reports of the state presidents were full of interest and encouragement for greater work and untold possibilities in it. Each one deserves a special mention that here is impossible.

The revised and complete constitution and by-laws of the National Congress of Mothers can be procured by addressing (with stamp) the corresponding secretary, Mrs. Weeks, whose address has already been given.

The social element was not forgotten at Columbus, as will be seen by the following extract from one of the daily papers:

"The armory, the pride of Ohio State University, was a scene of

beauty and gayety Wednesday afternoon, and the delegates to the congress, in whose honor the reception was given, found nothing to regret in the change of place made necessary by the dampness of the ground. Lovely as the lake is, the enjoyment of its picturesque features would have been sadly marred by the ensuing sneezes and neuralgic twinges if the original plan had been carried out."

The visitors were welcomed by Mrs. Hatton, Mrs. Birney, Mrs. Hopley, Mrs. Kelton, Mrs. W. O. Thompson, Mrs. McMullen, Mrs. Cotten, Mrs. Mumford, Mrs. Masters, Mrs. Mulford, Mrs. Schoff, Mrs. Weeks and other prominent members and officers of the congress, and were offered all sorts of hospitality.

The cadets gave an exhibition drill, the Fourth Regiment band played its most stirring marches, the officers of the congress graciously consented to step outside and be photographed, after which they took a ride in the *Electra*, and altogether nothing was left undone that Columbus in general and the city federation, the Board of Trade and the O. S. U., in particular, could accomplish."

Friday afternoon the officers of the congress held an informal reception in the parlors of the Chittenden Hotel, which was largely attended and promoted much social intercourse.

One must be present in person at such a convention as this in Columbus to catch the true spirit of inspiration that comes from the personal touch and expression of voice and face. Words cannot adequately portray the greatness found in the simple bearing of our president, Mrs. Birney, and her unswerving adherence to her faith in her vision of a few years ago of a greater, better, truer parenthood for America because of these conferences. They cannot express how she is giving her very life to this cause. We must see her face to face to appreciate this and much more that has given and sustains the impetus to the great wave of organized effort in behalf of home and school that is now sweeping over our entire country. An article like this cannot repeat the many earnest, helpful words that were spoken from the platform by women who had sacrificed much to be present. It is a great loss to any one not to be able to be present at such gatherings; but if the national convention is impossible, the state convention may be. Go there if you can, both to get and to give. No life is worth living that has not for an object the giving of self to the uplifting of humanity.—*Reported by Mary Louisa Butler.*

THE SEVENTH ANNUAL MEETING OF THE ILLINOIS SOCIETY FOR CHILD STUDY

was held in Chicago May 2, 3, 4, 1901. The opening evening the subject was the "American Child," considered 1, from the physician's point of view, by Dr. Sarah Hackett Stevenson; 2, from the social point of view, by Miss Mary McDowell, Chicago University social settlement; 3, from the educational point of view, by Col. Francis W. Parker, president Chicago Institute. The president, Dr. Derexa

Morey-Errant, spoke upon the "Outlook for the Physical Welfare of our Children."

Dr. Thomas P. Bailey, Jr., spoke at the Friday morning meeting upon "Scientific Child-Study." He regretfully admitted that interest in child study appeared to be waning. Injury had been wrought to it partly thru the many false claims made in its behalf, and by the superficiality of pseudo-scientific observers. It has, however, compelled the scientist to study the child as such, and has called attention to the individual stages of growth in the child's development. In the past year, in Chicago, it has allied itself with institutions such as the public schools, in an effort to unite theoretical with practical work. It has also found expression in three valuable publications, the *Journal of Adolescence*, now combined with the *Child-Study Monthly*; the "Biography of a Baby," by Millicent Shinn, and "The Child; a Study in Evolution," by Chamberlain. Dr. Bailey suggested that two lines of investigation can be wisely and successfully carried on simultaneously in this study. Observe one individual child, and learn all that you can about him. At the same time, take up some great general tendency and study this at every opportunity. Such observation does not involve special scientific training. "Common sense is a good preparation for a study of science," said Dr. Bailey, who closed with an urgent appeal for steadfastness in the way of child study despite discouragements and unfavorable criticism.

Dr. H. H. Donaldson followed with an address upon "Our Present Knowledge of the Growth of the Nervous System," and then Professor Harlow Gale read a paper on "Reasoning in Children," covering observations on the reasoning capacity of his three children, from the age of 17 days to six years. His scientific nomenclature for these three small beings was, 1 g., 2 b., 3 g. It sounds cold-blooded, but is not necessarily so.

The different kinds of reasoning, or an approach to reasoning, Professor Harlow classified under the heads of reasoning by contiguity, association, similarity, imagination (including lying) and what he calls the *conscience* ones, when the sense of wrong-doing arouses anticipations of punishment or disapproval. He cited a few cases of inductive reason; deductive reasoning coming much later.

Mr. L. W. Smedley, director of the Chicago department of child study and pedagogic investigation, enlightened us upon some of the results of a recent investigation into the merits of uni- versus ambidexterity. The results would seem to indicate the desirability of training that hand which the individual child uses most naturally and easily. This in the majority of cases, with all races and in all times has been the right hand. Better physical development and mental superiority appear to accompany the use of one hand. In the higher grades of school the children grow continually more

right-handed. In dull pupils the strength of the two hands is more nearly equal.

So many children who were naturally left-handed and were trained perforce to use the right one, have defects of speech, that investigators are inclined to believe that teaching ambidexterity is likely to interfere with the child's best development and may result in some defect of speech.

Dr. Arnold Tompkins presided at the Friday meeting, which discussed "Adolescence." Dr. Amy Tanner presented what she termed a "typical case," and then the physical, the jurist's, the religious and the psychological points of view were given respectively, by Dr. W. S. Christopher, Judge Richard S. Tuthill, Dr. George A. Coe and Professor M. V. O'Shea.

Dr. Coe's address closed with an appeal to parents and teachers to observe the following principles for practical guidance:

Avoid all overburdening of the nervous system.

By early and wise instruction guard the boys from their worst danger, both physical and spiritual—the misuse of the new physical powers acquired in adolescence.

Provide abundant objective interests and means of self-expression, because the will develops later than the feeling.

Show respect to the ideal feelings, the intellectual aspirations and the moods of youth, and thereby encourage them to give normal expression to themselves. If you show them disrespect they will turn inward and become morbid.

Reveal to youth, as he can bear it, the mature conception of service as the ultimate outward expression of religion and the true means of realizing its inner essence.

Finally establish with him personal relations of such sympathy that he will feel free to unbosom himself to you and to ask questions. The greatest boon to him is to feel that he is understood and appreciated by a normal, mature person.

Mrs. McMullen, president of the Illinois Congress of Mothers, then reported something of the work now being accomplished by local organizations in the direction of child study. The "public school," she said, "should be a social center. Efforts are being made to establish organizations of the teachers and mothers of the school children. These have thus far been very successful, leaders sometimes appearing from the ranks of the parents, sometimes from the teachers."

No mother is rightly a mother, she said, if she cannot and does not reach out beyond the home circle.

Mrs. Shield, of Evanston, then reported the work of the child and home department of the Evanston Woman's Club. Thru the efforts of this club the public school children have had their teeth examined. The attention of the parents has been called to defects in sight or hearing, the treatment and prevention of nervousness, proper nutrition, etc. A traveling library of 75 volumes has been started on its way. Many other lines of good work are being studied and carried out by this active club.

"Literature for children," was the subject of the Saturday morn-

ing session. Dr. Arnold Tompkins, of the Chicago Normal School, told of the "Function of Literature in the Life of the Child," while Mrs. Gudrun Thomsen spoke about "Stories for Little Children." "Bible Stories for Children" was the subject of Mrs. Martha A. MacLeish's address. It was most interesting and instructive. Mrs. MacLeish has read and told stories to her children since their earliest childhood. A half hour in the evening was the magic time devoted to these excursions of the imagination. Kingsley's "Water-Babies" was one of the first books undertaken, and the "Doasyoulikes" and "Mrs. Doasyouwouldbedoneby" became household and oft-quoted words in the home. Fairy and folklore tales had preceded this and later Kingsley's Greek Heroes, Hawthorne's "Tanglewood Tales" and Baldwin's "Old Greek Stories" were read and appreciated. Since becoming acquainted with the old Norse myths, Mrs. MacLeish says that another time she would let these precede those of the Greek. When the children were respectively six and eight years old Baldwin's "Story of Siegfried" was read, and the children were deeply impressed thru its graphic power with the isolation and heart-petrification that attends a heartless greed for gold. Mabie's Norse stories were also read at this time, and the children were much interested also in comparing the different accounts of the creation as given by the Greeks, Norsemen and Hebrews. The "Niebelungen Lied" also proved to be within the children's capacity to appreciate. Mrs. MacLeish dwelt with emphasis upon the moral stimulus that comes from acquaintance with the Norse heroes, their sturdy deeds and courage that came with their long battle with frost and cold, their intense longing for, and joy in the spring. Pyle's "Robin Hood," Seton Thompson's animal stories, the "Jungle Book" and "Uncle Remus" were read, and Bryant's translation of the "Odyssey" was tried and after a little hard work for two days, the spirit and style were grasped and the boys became intensely interested; interested to the point of dramatization, the three-year-old sister being in demand as one of the *dramatic personae*. Later, they reveled in Lanier's "King Arthur," and Scott's novels of chivalry, being delighted to meet in his pages their old friend Robin Hood. Fun and poetry were mingled with the more serious prose, Uncle Remus, Whittier and others affording much pleasure. "Captain January" led to the reading Shakespeare's "Tempest" and "Henry V." The latter the children saw when given by Mansfield.

When the children were three and five years old the Bible stories were told, being reserved for Sunday, and the Sunday readings were anticipated with the greatest delight. At first isolated stories were told, but the children's interest led finally to beginning at the beginning and reading consecutively. The mother's experience led her finally to read rather than to tell them stories in the simple Bible language. Mrs. MacLeish stated here that discrimination and common sense are necessary in Bible study, but the advantages that come from it are very great. It is a means of broad culture. In other

reading one is continually meeting references to subjects that appear in the Bible. The patriarchal life was simple and is painted in broad lines and strong colors. Children are born poets, and accept the stories with a poet's mind. The "Pilgrim's Progress," which had appeared that winter in sumptuous dress, proved acceptable to these young boys, and the lessons of Dante's "Inferno" illustrated by Dore, were intensely interesting to them. When we learn that Booker Washington's biography has been recently read to them we realize that a wise variety certainly enters into Mrs. MacLeish's course of reading. She closed her paper by reading a story dictated by her boy when seven years old and suggested by the finding of a dead bee upon the shore of Lake Michigan. The dead bee became King Bee and the description of the war waged upon him by the waves of the lake and their final subjugation by the ice sent by the frost-king was vivid, interesting and yet perfectly child-like. Occasionally words and phrases showed the influence of the Bible and other good literature upon the child's use of language.

Mrs. MacLeish's paper will appear with others in the transactions of the Illinois Society for Child-Study. We recommend it to both mothers and teachers.

"Reading for Adolescents" was the final paper. It was read by Helene L. Dickey, librarian of the Chicago Normal school. One who has been in any way connected with a children's library realizes as never before the influence for bad or good of a public library and the importance of having a trained librarian in charge. The children need much guidance in the wise selection of books.

ADMINISTRATION IN A NEIGHBORING CITY.

On Monday, April 15, Miss Mary McCulloch, of St. Louis, who had generously remained over for that purpose, addressed the Chicago Public School Kindergarten Association. The speaker-guest put herself at the disposal of the kindergartners there assembled, who decided that they wished most to learn of the public school kindergarten system of St. Louis. We were reminded that thru the efforts of Miss Blow and Dr. Harris the first kindergarten was organized in that city in 1873. Results were closely watched, to see if they would harmonize with the grade work that followed. The succeeding year there were three, then seven, then nine kindergartens in the city, and now they form the integral part of seventy-four public schools. Many have been established in response to the petitions of the parents of a given neighborhood, all of which goes to show the esteem in which the kindergarten is there held. There are now 10,000 children thus fortunate, and 250 teachers.

"Attention is the test of power," said Miss McCulloch, and the colored children present special problems to the educator, their power of attention being so feeble. You think you have them, then you find you haven't. If you hold them for fifteen minutes you do well. Then a skip or march or change of some kind must follow. Kinder-

gartens have been introduced into the schools for colored children. These are directed by eight well trained colored teachers of ability and power, who are instrumental also in organizing women's and mothers' clubs. In St. Louis the double session holds sway. This is upheld on the ground that the demand for places is greater than a one-day session would admit, and that the comparative cost is thus reduced, since one kindergarten room and its equipment serves for double the number of children otherwise possible. The older children attend the longer morning session from 9-12. The little ones go from 1 to 3:20. The number in attendance varies from 35 to 150 for one kindergarten. The number of paid and unpaid assistants is in proportion to the number of children.

At one time some of the kindergarten rooms were in buildings separate from the main school building. That, however, is being done away with. An effort is made to establish unity between the kindergarten and other grades thru the coming together in celebration of *days*.

In St. Louis it has been proven thru statistics that children who had one year of kindergarten and thus started in the primary grade one year behind, at the end of the eighth grade had not only caught up, but had gained six months. The best, however, that the kindergarten does, as we all know, cannot be put into statistics.

Miss McCulloch quoted one poor man who, speaking from experience said, "Had I but three years to give to education, I would give my boy one year of kindergarten." She stated that the principal thing required of the good kindergartner is the power to recognize a child's particular stage of development and to know what to give him at that stage. There is no magic in material or occupation. The magic, if any, is in the teacher. Speaking from her own past experience with superintendents and principals Miss McCulloch said that when a new kindergarten is established, the important thing to do is to win the principal, if he is antagonistic, and if intelligent and interested co-operation be desired help him to see the relationship between the kindergarten and what follows. Prove its educational value. The strongest argument in favor of the kindergarten is the kindergarten itself. Don't go into the theory of it, but show its practical value to bodies, heads and hearts. Invite your principal down to observe some lesson you think may specially enlighten him.

In St. Louis the cost of supplies has been reduced to a minimum by a careful, definite system. Four times, in the school year (once in ten weeks) a blank is sent to each director. Upon this she states the number of children in the kindergarten, the amount of supplies on hand, and the amount of each needed. The estimate is reckoned on the basis of the number of children in a given school. Thru long experience Miss McCulloch has learned to know whether the teacher has estimated rightly or whether undue recognition has been paid to one or another occupation. She knows when to cut out here

or take a bit off there, from the things the teacher thinks she needs. Then, in St. Louis, they have for some time past called for bids for supplies from different firms and have secured materials at minimum cost.

When asked if St. Louis used any outside materials, Miss McCulloch responded that they were just beginning to introduce water-colors into the kindergarten. Other questions brought out the information that the pianos used are being paid for in installments and will in time become the property of the kindergartens, and the towels, of which there is an ample supply, are laundered at expense of the school fund. This statement elicited appreciative applause from the Chicago kindergartners.

As regards the placing of teachers, the supervisor has evolved a plan based upon two lists, one of temporary, one of permanent substitutes. The cadets are placed upon the latter as they prove their efficiency. From that list are drawn the regular, paid directors. It was this system which enabled so many St. Louis directors to attend the I. K. U., while their salaries were continued. Permanent substitutes rejoiced at the opportunity afforded by their directors' absence to exercise their own executive powers.

MISS BLOW'S CHICAGO LECTURES.

Whatever or wherever may have been her kindergarten training, the student can but count that a red letter day on which she first hears Miss Blow's uplifting message. We may be more or less familiar with it already; we may not agree with her as to details of theory or practice, but she certainly takes us up on the mountain-top. She has scaled it before, and with her clear vision and trained eye she sees much that escapes those of more limited sight. She points out and describes with splendid eloquence the long path up which mankind has struggled toward freedom and light. Recently Miss Blow gave a series of four lectures in Chicago in May under the auspices of the Chicago Kindergarten College. The first two discussed the criteria of development. In these as in the others, there was a philosophy indicated that was akin to the central thought of Christian Science. Man's mastery of himself and nature was reiterated again and again, and in a way to thrill one anew with a sense of his powers, privileges and responsibility.

Miss Blow traces the first early dawning of the altruistic feeling to a passion for nurture, and finds in the kindergarten "the conscious and universal proclamation of this original passion." "Without physical passion," she tells us, "there is no physical growth, and without spiritual passion there is no spiritual growth; but light as well as heat is needed, and wisdom as well as impulse, by the kindergarten training teacher, the "nurturer of nurturers." One of the important questions upon which the kindergartner is seeking light is that of the criteria of development. The first lecture discussed those criteria which Miss Blow does not accept. Being lim-

ited for space we will speak of one of these only, for her treatment of the subject left many of those who heard her in some doubt and dissatisfaction. She criticised certain physiological psychologists for carrying into the realm of the spirit the analogy of fundamental and accessory as applied to the muscles.

We will quote some of the speaker's strong, epigrammatic sentences which express her stand concisely but picturesquely. She rejects emphatically those assumptions which would seem to call for a "desertion of psychology in favor of biology." She does not regard it as our great duty to foster animism; to revive the study of the ancient myths; to follow the basal instincts. "The heart is the center from which all radiates;" "We are more than we know;" "We know more than we do;" "Heart and instinct are not always the same;" "There is more than one kind of heart;" "Advance is due to the reaction of conscious ideals upon the primitive heart;" "I believe in making these (basal instincts) the point of departure and not the point of arrest. Revive the myths we will, but cleansed and free from dross. "History is a march away from the basal instincts." "Man is a child of nature, man and God." "The child of nature is at one with the basal instincts. The child of God is at war with them." Man is a self-determining, self-making energy. He is not yet made, but is slowly making himself, though he sometimes botches. "The characteristic mark of self-activity is self-restraint."

"I do not follow the basal instincts which are the register in my organism of an outgrown life." "That which is born of the flesh is flesh; that which is born of the spirit is spirit." "Development comes not thru the unfolding but the overcoming of the original instincts."

Miss Blow then surveyed rapidly but graphically the series of mother plays to show that they fulfilled the demands of the child's development. Every song involves a distinction between the basal instincts and the higher nature, and helps to restrain the one and develop the other.

Admitting that the "basal instincts are the register in our organisms of an outgrown life," they are there, in the little child; and how are they to be dealt with? Are they *outgrown* in him? Are they wholly bad? Can they be wholly suppressed? How are we most efficiently to help the child to join the march of history away from them? Miss Blow says the child of nature is at one, the child of God at war with the basal instincts, but is not frequently the basal instinct an inarticulate cry for something higher, and is it not also of God. It must, of course, be made subservient to the higher nature. Are these instincts to be merely repressed, to be rendered innocuous by falling into desuetude (by calling upon other higher counteracting instincts), or can they be transmuted into some higher form in accord with the law of the conservation of forces?

The above are some of the questions aroused by Miss Blow's

strong address. I wonder if I shall find a clue in "Evolution by Atrophy," by De Moor, Massart and Vandervelde. Carpenter says, as have others of the seers, "there is nothing that is evil except because a man has not mastery over it; and there is no good thing that is not evil if it have mastery over a man." Things cannot be divided into good and evil, but all are good so soon as they are brought into subjection."

In her second lecture Miss Blow told of these criteria which she regarded as trustworthy.

She began by explaining the distinction between that limited education afforded by school, home or vocation and the broad universal processes by which life and nature educate.

Education, in one large sense, is the attempt by a race to help the individual to rise into a knowledge of its past experience; to ascend into the life of the whole. But the experiences of a race grows continually richer and fuller; it is not good to remain tribal when possible to ascend into national life; nor to remain national, when progress calls to life cosmopolitan or universal.

Miss Blow then reviewed in her eloquent language the three different stages thru which education has passed, corresponding to the different stages of philosophic thought. We find that like an individual, an age or a race is likely to view life and progress, and hence education from one side only; to magnify one aspect of life. The mistake of philosophy and of education at one time was that life and nature were regarded as a series of isolated, disconnected facts, and the encyclopædic mind became the ideal of the well-educated man. Another age learned that the child must become a factor in his own education, but did not recognize the experiences of the race must become a part of his experience. He must learn all things for himself; the age did not see as Miss Blow said, "that mind cannot develop without coming in contact with mind." The great idea that permeates life, education and philosophy today is that of *relativity*. Nations and individuals, nature, indeed all life forces are seen to be intimately connected and interconnected. This view has its attendant danger also; in observing how closely one life, or event or condition affects another, we are inclined to underestimate man's freedom and power over fate.

But here the mistaken idea arises that environment is everything, for as noted in the speaker's other addresses, her great inspiring gospel is the truth of that mastery of man of his own fate. To avoid giving the child a one-sided, or partial sided view of life, then, Miss Blow concludes that there are five great groups of studies each of which gives a different outlook upon life, and each of which should be represented in every grade. Each formed a different habit of mind, but any one cultivated, or exercised to an extreme resulted in arrested development. These important studies, as given by Miss Blow, were: I, Mathematics, which led man to see proportion, number, those laws of measure and balance which underly all mechanical

arts; and without which man could not master nature. Unduly developed, however, this arrests the soul in the habit of seeking proportions, rather than causal explanations, of thinking in systems and thus to tampering with unreal remedies for existing ills.

2. Biology—This study leads to the habit of looking at things from the view of life. The live thing has a conscious or unconscious ideal, developing according to some internal purpose. It is largely limited by its environment. The danger attending a one-sided use of biology is that it tends to the conception that environment does everything. It fails to see the importance of individual character; to recognize that there can be a slum of the soul as well as of the world, that the soul can make its own environment.

3. The keynote of the last three studies is the idea of freedom. These were art and literature, grammar and logic, and history. In each is to be traced the struggle of the soul toward freedom; each reveals the process by which feeling grows into conviction and conviction into deed.

Literature pictures man as receiving the returns of his deeds, the implication being that he is responsible, and this in turn implies freedom. It shows self-acting as feeling. Grammar and its allied studies shows the inner working of the human mind. Mind made language and therefore made it like itself. We see here self-activity in structure; self-activity as intellect. While history shows self-activity as will, it always keeps the gaze on the social whole. Incidentally, Miss Blow here threw in the reminder that the institutional games stood for this social solidarity and should never be omitted. She then pointed out that under the law of *relativity* the mind ceased to be merely receptive, but was acceptive, and interpreted all new experiences according to past ones.

The latest ideal recognized that the totality of human experience joined with self-activity were essentials of true education. There can be no self-activity detached from the past, and self-activity is realized in social solidarity.

Program making was the subject of the third lecture, which was prefaced by a few general remarks concerning the impossibility of planning work in detail until a common basis was found.

The work has been established in America for more than twenty-five years now and Miss Blow thinks that the young beginner of to-day should begin to profit by the experiences of the pioneers. She finds instead, that the young kindergartner is too often sent out armed with intellectual principles but is left to work them out by herself. She said she would prefer to be told how to do "it" rather than told the principle, "for you can only conquer your freedom by profiting by the experience of others. Freedom is an achievement. The young kindergartner has to learn how to be spontaneous."

This is all quite true. I am inclined to doubt, however, that a woman of Miss Blow's type of mind would ever do a thing just because she was told to do it. I imagine she would not take any sys-

tem altogether on faith, but would think a little before accepting it, and would do some thinking after.

It would surely be a deplorable mistake to learn nothing from the errors and successes of those who have led the way along a new road. It would be a mistake not to enter into the experiences of the kindergartners who have proven what is good and wish us to hold fast to it, but just here we must face the question, how much has been absolutely proven about the child, his needs, and his capacities, in the last fifty years. Was Froebel's insight and observation and study all-sufficient for all time to come?

As regards principles and programs, it would seem to me that the two should go together. Miss Blow has suggested the danger attending the young kindergartner who is armed with principles rather than with fixed rules and procedure; but this is matched by a corresponding risk. The average kindergartner is likely, as pointed out recently by Miss Graeff, to be afraid of her own judgment.

Given a set rule and program, the kindergartner, uses it not always as a trellis round and up which her daily work twines as a living growth, nourished by daily thought; she is often prone to use it as a framework upon which, having carefully killed all spontaneous thought, she tacks its preserved body, fastening each leaf and twig in its appointed place, lest at any time it might possibly break away into green life. The danger that accompanies youthful experimentation is great, the danger attending arrested development upon a traditional program is also great. Is not a happy union of the two possible and desirable? There is surely place here for a mediation of opposites.

Miss Blow renewed the history of program-making, and traced its genesis to the demands of the public schools. What she had to say of the important and unwholesome reaction of the public school upon the kindergarten is well worth our attention. She finds first, that the public school supervisor comes into contact with many directors and must necessarily profit by the different kinds of work she sees. She recognizes defects here and excellences there, and learns to avoid excesses, for every young kindergartner is inclined to.

2. The kindergartner is often debarred from social or business intercourse with masculine educators. She acquires a too feminine way of looking at things. Shut off from masculine ideals and criticism she waxes sentimental. "She dreams that life is beauty, and forgets that life is war," and so too often delivers her children to the school with enfeebled wills. Connection with the public schools, with their masculine element, offsets this danger in great degree, for even when unjust masculine criticism helps the kindergartner to avoid certain errors, her woman's versatility needs to be matched by his perseverance; her tenderness by his justice.

3. The public school program obliges the teacher to face *results*. She can follow her charges thru the grades and note the later effects

of her methods, and thus learn to modify where modification is necessary. Other kindergartners say farewell to the child of six and know not what the later results of their teaching, good or bad, may be.

4. The public school kindergartner is forced to consider the relation of her exercises to the school. She must determine her own relation to her children; and must know the work of the grades that follow and consider how that and her own work should be correlated.

The speaker then dilated upon the freedom which attends adherence to a carefully considered program, and gave warning that unless conditions in the kindergartens grow less chaotic, there may be a reaction against them.

As Miss Blow has so clearly indicated the public school gives a certain force and fiber to the kindergarten that is very valuable. It is to be hoped the good influence will permeate more and more its spirit and work. The action and reaction upon each other of the public, private and mission kindergartens will always be an important factor in the best development of each.

A wise supervisor of public school kindergartens is also to be desired. In the selection of a supervisor, however, would not any Board of Education find it advantageous to listen to suggestions from committees from different training schools in those cities fortunate enough to have several such? A truly representative kindergarten supervisor could thus be assured.

In what followed, concerning the important points of all program-making, special emphasis was placed again and again upon the importance of the deed in early education. "In the beginning was the (act)." "In the earlier kindergartens the children did more and the director talked less," was one pointed criticism; there was then also a happy absence of a central thought. *Doing* is the central thought. The children are there to do and not to learn about something. Therefore she criticised the diversion of time as found in many kindergartens, where so much time is given to sitting, singing and talking rather than doing. "Whereas in action alone is the three-fold nature called into play." The dreamer is all too much inclined to confound himself with the doer. To know thyself means to know what thou canst do. It is your own activity that makes your being. "Your point of departure is doing."

Among the mistakes observed in her frequent visits to kindergartens Miss Blow names the following:

Extension of the opening exercises, talking, etc.

Attempt to make the gift-work interesting by a ceaseless flow of talk, interrupting the children by singing, etc., when they are trying to work out their plans.

Use of absurd rhymes and jingles that have no poetic merit. (Miss Blow acknowledged that Froebel himself suggested such jingles, but his were planned particularly for the use of the mother with the child.)

Stories told with a moral too obviously pointed.

Exaggeration of object lessons. Over-emphasizing in a one-sided fashion one or another of Froebel's ideas, as to symbolism, wood, clay, color, etc.

Habit of allowing children to be idle. Here the speaker was most emphatic in condemning certain kindergartens that permit or encourage idleness. Idleness and inattention on the children's part being frequently due to lack of careful preparation of work and plan.

Miss Blow then named some of the salient points which to her mind had helped carry the kindergarten into the public schools. These were: 1. Priority of the deed. People saw that children were provided with work, at a time when too young to be studying; they were making rather than learning. 2. Thru doing, hand and fingers gained in strength and flexibility because given the kind of work they could do. 3. The public recognized that there was economy of time, in two ways, (a) if we wish to train for any particular purpose, the earlier we begin the less time is required, because muscles are plastic and respond quickly to exercise, than when stiffened by years; (b) Any muscle that is exercised craves more exercise. When we do for ourselves the impulse is given to go on; mastery over tools is thus acquired, by man, who has been defined as the tool-using animal. At the close of the lecture we were warned again of the need of keeping the balance between knowing and doing; we should not let the child's ideal get too far beyond him.

Miss Blow would seem to approve of the logical presentation of the gifts, but given in genuine play. Does not, after all, the good or harm of such a use depend entirely upon the spirit of the presentation?

Much of these lectures was familiar to those who have read Dr. Harris, Miss Blow and their own Froebel. Asked for statistics concerning the early characteristics and manifestations of the child, she would respond that there are no statistics so thoro and valid as those behind the "Mother-Play." The subject of the fourth lecture was Froebel's "Hiding-Play." The universal principle which underlies the child's delight in hiding has been interpreted by him. Miss Blow enlarged upon what he has given. The child hides for the joy of being found; it is a help toward finding himself, toward self-recognition, and interesting and significant in this connection is her statement that the game is most liked by those children who are most given to introspection. It is surely important that the mother and teacher should know how to observe and interpret this phase of the child's development. As the mirror reflects his bodily self and helps him to a consciousness of his distinct personality, so thru pain and effort he attains the consciousness of his spiritual self helped thereto by seeing himself reflected in that social mirror in which judgment is passed upon his deeds. Here the speaker carried out her idea by suggesting that it was well for each one of us to mingle with those who think differently from, as well as with those who agree with us. Thus we may see ourselves reflected back from

many points of view, and so know ourselves more truly. Most interesting was her picture of man's continual struggle thru the ages to more and more identify his personality. In its original form it manifests itself in the joy of knocking a man down or being knocked down yourself, murdering, or being murdered, as among our Norse forbears.

But this savage ferocity of our ancestors was "charged with regenerative ideas;" the insistence upon the importance of one's own personality must imply the selfhood of each one, and in time has so worked itself out that the ideal at present is, not so much to demand for self as to give to others.

This recalls to me Whitman's splendid lines:

"You are not thrown to the winds, you gather certainly and safely around yourself. Yourself! yourself! yourself, forever and ever!"

It is not to diffuse you, that you were born of your mother and father, it is to identify you.

It is not that you should be undecided, but that you should be decided.

Something long preparing and formless is aroused and formed in you.

You are henceforth secure, whatever comes or goes.

Some French statistician has reckoned up that we each one represent the blood of twenty million ancestors; that it could be said that we are an epitome of the impulses created by them.

To this Miss Blow would reply, "You are an energizing spirit to seize this nature that has been given you and transform it." Your present character is what you make it by your deeds. The freedom asserted by the Declaration of Independence is the freedom to make or unmake yourself. It is this truth which elevates patriotism into something high and noble; this declaration that gives recognition to all men. The different manifestations of this idea, as it progressed thru the centuries was pointed out, clearly and graphically by the speaker. It achieved its highest development in the Teutonic races, the Germans and Anglo-Saxons. Thru Luther was given to the individual man the right to private judgment in matters spiritual; thru gunpowder inequalities of strength were equalized, for every man was made equally strong with every other; the printing-press abolished the inequalities of knowledge; the poet, in the person of Goethe, wrote the supreme poem of the individual soul; and philosophy, recognition of the same is expressed thru Hegel.

The English have expressed their growing consciousness of the value of the individual thru their ideal of government, which believes not only that man should be well-governed but should be self-governed; not only that justice should be meted out to all, but that all should be concerned in the definition and administration of government. The railroad, telegraph, newspaper, public school are all expressions of this spirit and are practical means to this end.

Having thus pictured the broad sweep onward of this intense

impulse of the race. Miss Blow discussed in some detail the impulse as it appears in childhood, and the ways best to meet it, in order to wisely help the child to come to himself. She elaborated upon Froebel's wise suggestions as given in the "Mother-Play Book," and as usual, expressed herself in direct and vital sentences: "We can add to the heritage of the past only by entering upon that heritage."

Referring to the danger that accompanies the hiding-game, when it leads, as it does too frequently, to concealment thru fear of wrongdoing, Miss Blow extended the simile to the adult who from much the same feeling "keeps on terms of formal politeness with his ego, because afraid of what too close an intimacy might reveal." The importance of training in habits of truthfulness was pointed out, and aids to this end suggested. One of these is the fearless calling of things by their right names, and training in accuracy and precision. A true sympathy between mother and child will save the child from dangerous concealments.

The significance of the power of attention was also indicated. The fact that we can fix or withdraw our attention is one proof of free will. Hence the importance of training a child's powers of attention, since upon that depends his growth in self-determination — *Bertha Johnston*.



CITY SQUARE, DETROIT.

VACATION NOTES, CONVENTION PROGRAMS, REPORTS AND NEWS COMMENTS.

The Buffalo Kindergarten Union issues invitations for a special convocation of kindergartners to be held July 1, 2, 3. There will be but one session a day thus enabling the visitors to attend the exposition during the remaining hours. The early dates were adopted in order to avoid conflict with the New York State Teachers' Association, which meets July 5, 6, 7. Those interested may thus attend both conventions.

Miss Ella C. Elder, the able superintendent of the free kindergarten interests of Buffalo, has taken great pains to secure speakers who have something worth while to say to teachers. The program stands as follows, and can not fail to be of practical benefit to all attending the Buffalo Kindergarten Convocation:

Monday, July 1, 8 p. m.

Brief addresses of welcome.

Address—"Leading Problems in Elementary Education," Dr. W. N. Hailmann, Dayton, Ohio.

A reception will follow to which parents and teachers as well as kindergartners are invited.

Tuesday, July 2, 10:30 a. m.

Some practical aspects of the kindergarten.

Address—"The Program," speaker to be announced later.

Address—"Art in the Kindergarten," Miss Virginia Graeff, Cleveland, Ohio.

Address—"The Kindergartner's Pedagogical and Administrative Function," Mrs. Mary Boomer Page, Chicago.

Wednesday, July 3, 10:30 a. m.

The Twentieth Century Outlook.

Address—"The Home."

Address—"The Kindergarten."

Address—"The School," by Mr. Percival Chubb, of the Society for Ethical Culture, New York.

Miss Caroline T. Haven, of New York, will preside at one or more meetings. The meetings will be held in Westminster Church on Delaware avenue, above North street, which is easily accessible from the Main street or Edmund avenue cars.

It is hoped that all kindergartners who are planning to visit the Exposition will choose this time for their visit. The kindergartners of Buffalo will extend to them a very cordial welcome. The Secretary of the Buffalo Kindergarten Union will gladly answer inquiries concerning boarding places. Address Miss Grace Pinner, 106 Johnson Park.

The National Educational Association program, at Detroit, July 8, 9, 10, 11, offers a rich collation. We sketch those portions which kindergartners will find nutritious:

MONDAY, JULY 8, NATIONAL COUNCIL.

Isolation in the School—William T. Harris, Commissioner of Education of the United States.

Educational Progress During the Past Year—Elmer E. Brown, professor of theory and practice of education, University of California, Berkeley, Cal.

1. Address in Memory of Professor B. A. Hinsdale, LL. D.—By James R. Angell, president University of Michigan, Ann Arbor, Mich.

2. Addresses in Memory of Hon. Henry Barnard, LL. D.:
 - (a) The Establishment of the Office of United States Commissioner of Education and Henry Barnard's Relation to It—By William T. Harris, Commissioner of Education of the United States.
 - (b) Henry Barnard's Influence on the Establishment of Normal Schools in the United States—By E. Oram Lyte, principal First Pennsylvania Normal School, Millersville, Pa.
 - (c) The Influence of Henry Barnard on Schools in the West—By N. C. Dougherty, superintendent of schools, Peoria, Ill.
 - (d) Henry Barnard's Home Life, and His Work and Influence Upon Education as Commissioner of Connecticut and Rhode Island—By Charles H. Keyes, superintendent of schools, South District, Hartford, Conn.

WEDNESDAY, JULY 10.

1. What Is a Fad?—F. Louis Soldan, superintendent of city schools, St. Louis, Mo.

2. Is the Curriculum Overcrowded?—J. H. Van Sickle, superintendent of schools, Baltimore, Md.

3. How Early May Hand Work Be Made a Part of School Work?—Charles R. Richards, director of Manual Training Department, Teachers' College, Columbia University, New York city.

Discussion—By William K. Fowler, state superintendent of public instruction, Lincoln, Neb., and William M. Davidson, superintendent of city schools, Topeka, Kan.

DEPARTMENTS OF KINDERGARTEN EDUCATION AND CHILD STUDY.

Joint Sessions in Woodward Avenue Baptist Church.

KINDERGARTEN DEPARTMENT.

Miss Evelyn Holmes, Charleston, S. C. President
Miss Caroline M. C. Hart, Mt. Washington, Md. Vice President
Miss Annie Laws, Cincinnati, Ohio Secretary

CHILD STUDY DEPARTMENT.

Thomas P. Bailey, Jr., Chicago, Ill. President
Miss Marion Brown, New Orleans, La. Vice President
Mar'ed J. Holmes, Normal, Ill. Secretary

WEDNESDAY AFTERNOON, JULY 10.

General Topic for Both Sessions—Rhythm of Work and Play.

1. President's Address—Work and Play—Thomas P. Bailey, Jr., president Department of Child Study; assistant professor of pedagogy, University of Chicago.

2. Work and Play for the Kindergarten Child—Mrs. Alice H. Putnam, superintendent of Chicago Froebel Association, Chicago, Ill.

3. Work and Play for the Child of the Elementary School—Miss Charlotte M. Powe, supervisor of primary grades, city schools, Columbia, S. C.

4. Work and Play in Adolescence—M. V. O'Shea, professor of the science and art of education, University of Wisconsin.

THURSDAY AFTERNOON, JULY 11.

1. Miss Evelyn Holmes, president Kindergarten Department, N. E. A.; director South Carolina Kindergarten Training School, Charleston, S. C.

2. Paper (to be supplied).

3. Rhythm in the Kindergarten, with Illustrations from Experience—Mrs. Ethel Roe Lindgren, director in Chicago Kindergarten Institute, Chicago, Ill.

4. General discussion of papers read at both sessions.

Note—A Parents' Conference will be held on Friday afternoon, July 12, at which many distinguished teachers will be present and take part in the informal discussions.

DEPARTMENT OF ELEMENTARY EDUCATION.

Sessions in Central High School, Assembly Room.

J. W. Carr, Anderson, Ind. President
J. C. Harris, Rome, Ga. Vice President
Mrs. Sara D. Jenkins, Ithaca, N. Y. Secretary

THURSDAY AFTERNOON, JULY 11.

1. The Church and the Public School—Thomas A. Mott, superintendent of schools, Richmond, Ind.

Discussion.

2. Educational Basis of Art—Cause and Cure of Art Unresponsiveness in Children—Charles DeGarmo, professor of science and art of education, Cornell University, Ithaca, N. Y.

Discussion.

FRIDAY AFTERNOON, JULY 12.

1. Educational Pioneering in the Southern Mountains—William Goodell Frost, president of Berea College, Berea, Ky.

Discussion.

2. Nature Study in the Public Schools—Rev. William J. Long, author of "Ways of Wood-Folk, Etc.," Stamford, Conn.

Discussion—Miss Ada P. Wertz, critic teacher, Southern Illinois State Normal University, Carbondale, Ill.

The local chairman of the kindergarten department is Miss Clara W. Mingins, of Detroit. The congress on Indian Education offers a full program, covering four days, two sessions per day. This discussion will be of immeasurable profit to all students of race psychology and methods of illuminating the heads, hearts and hands of the less developed. This department alone would pay elementary school students for the journey, to say nothing of the allurements of the beautiful excursions and historic associations of Detroit.

Since the Program-Bulletin was printed President Green has secured, with the assistance of United States Commissioner Harris, the eminent English educationist, Cloudesley S. H. Brereton, Esq., Briningham House, Melton Constable, Norfolk County, England, vice president, International Jury of Awards for Elementary Education, Paris Exposition, who will deliver an evening address before the general association at the Detroit Convention on "Problems of Education in England."

The former announcement of an address by Mr. Fabian Ware of London is necessarily withdrawn because Mr. Ware has been unexpectedly ordered to report for government service in South Africa in June.

The local committee (of Detroit) of the N. E. A. announces the publication of a Detroit N. E. A. Booklet, which can be had upon request. The cover is of deckle-edged art paper and the book contains numerous half-tones of views in and about Detroit, together with considerable historic and descriptive matter relating to the points of interest. It also contains the usual information concerning railroad rates, side trips, hotel and boarding-house accommodations, etc.

The following important courses are offered to kindergartners by the Chautauqua Summer Assembly, July 6 to August 16:

Educational Psychology. Five hours a week (July 6-26). Supt. Balliet.

This course will discuss the brain and its functions, psychological aspects of physical training, the psychology of manual training, the psychology of play, the senses, apperception, the memory, imitation, the instincts, the emotions, and the will.

It will present a few fundamental psychological generalizations which can be brought to bear upon the work of the school, rather than attempt to cover the entire psychological field.

Philosophy of Education. Five hours a week (July 29-August 16). Miss Amalie Hofer.

(1) Introduction to Hegel's *Philosophy of History*, including influence of same on American pedagogy. (2) Historic sketches of China, India, Persia, and Egypt. (3) Social studies of the Greek, the Roman, and the Teuton. (4) to (5) Successive ideals of these peoples, outlining the systems of educating the youth of the higher castes and the comparative study of the same. (6) Rosenkran's "*Philosophy of Education*," and careful analysis of the classifications in same. (7) Pestalozzi and Social Economy. Outline study of "Leonard and Gertrude." Historic conditions which gave birth to the "New Education." (8) to (15) Froebel's "*Education of Man*"; its place in the history of pedagogy; its philosophical import; full discussion of Chapter 1. Books required for the course: Hegel's "*Philosophy of History*," Bohn Library edition. Froebel's "*Education of Man*"; Hailmann translation.

The two following courses are intended for kindergartners who wish to meet fellow-workers, exchange ideas and gain deeper insight into their work. Only such kindergartners will be admitted who have had one or more years' training and experience. Topics will be discussed vital to the application of educational principles, with special reference to the paramount need of kindergartners. A kindergarten will be in session for six weeks (July 6-August 17) during school days in the morning. The children will be in charge of trained kindergartners under the direction of Mrs. Mary Boomer Page of the Chicago Kindergarten Institute. The program of the kindergarten will be the reproduction and development of the children's out-of-door activities in and about Chautauqua, showing the life, growth and changes in the water, woods and farm. Visitors welcome at a small fee.

Professional Kindergarten Course. Programs, Methods, Social Meaning of Play. Five hours a week (July 6-26). Mrs. Mary B. Page, Miss Amalie Hofer.

First week: Study of programs, basis, subject matter, form, etc. Criticisms and free discussion desired. Mrs. Page.

Second week: Methods as applied in Training Class work and morning Kindergartens. Psychological principles involved. Typical illustrations given through the usual modes of expression. "Model Lessons." Mrs. Page.

Third week: Social meaning of play. End and aim of directed play. Interpretations of well-known plays, such as blacksmith, carpenter, cobbler, baker, etc. Froebel's *Mother-Play Book* used. Miss Hofer.

Professional Kindergarten Course. Games, Marches, Gymnastics, use of Froebel materials, Arts and Crafts. Seven and one-half hours a week (July 29-August 16). Mrs. Page and Miss Mabel Corey.

Fourth week: Games, marches, and gymnastics—individual and social; their relative value. Importance of self-directed (free) and directed play; life of children, out-of-doors and within doors. Class participation in games, gymnastics, etc., suitable for children and adults. Mrs. Page.

Fifth week: The use of Froebel's materials. Principles involved. Discussion of materials as a whole. Modern interpretations of use contrasted with Froebel's. Practical work in class with several kinds of material. Mrs. Page.

Sixth week: The arts and crafts in kindergarten. Importance of vocal and instrumental music. Rhythm, creative expression. Psychological value of manual work, artistic, creative, directed. Illustrations in use of clay, brush work, color, composition. Miss Corey.

Course for School and Kindergarten Supervisors and Advanced Kindergarten Teachers. Five hours a week (July 6-26). Mrs. Page.

This work is open to all whose work is of a supervisory nature or who have done Normal School training or have large kindergarten experience. Free discussion desired. Such subjects as the following will receive careful consideration: The Organization of Kindergartens, The Relations to the School and the Home, The Curriculum, Methods involved in the Many Types of Activity of the Kindergarten. The Relation of Supervisor or Training Teacher to Assistant Teachers, The place of "Practice Teaching."

Kindergarten Preparatory Class. Fifteen hours a week (July 6-26). Class one hour per day. Observation in morning kindergarten two hours a day. Mrs. Page, Miss Corey, and Miss Hofer.

This class will be open to those desiring work preparatory to a future study of kindergarten theory and methods. Applicants for admission must give evidence of fitness to pursue the course successfully either (1) by producing documentary evidence of having attended an approved high school or an equivalent institution for at least three years, or (2) by passing an examination in English and in one other subject, to be chosen by the applicant, viz.: either United States history, mathematics or natural science. The examination will occur on Saturday, July 6, at 10 a. m., in Normal Hall.

The work of this course will be a study of the growing child mind with observation and reports and class discussions as follows:

First week: How and what to observe in Kindergarten. How co-operate with natural activity, etc. Miss Corey.

Second week: What means should be used to stimulate and how utilize the child's self-expression. Mrs. Page.

Third week: Native activities of young children. What are these? How observed? How brought to flower? The ascent from self-activity to service. Miss Hofer.

Mother-Play Books Vols. 1 and 2 of Blow translations required for reference reading.

Children's Music. Five hours a week (July 6-August 16). Miss Harriet E. Brown.

This course is designed for kindergartners, secular and Sunday-school teachers, parents and all who are interested in the study of music as related to child life. The object of this course is to develop an intelligent understanding of the elements involved in music as a form of natural, spontaneous expression and the true application of musical forms to express these ideas both through the voice and instrument. What songs to select and why? Method and manner of presenting to children. The demonstration class of children will serve as a daily illustration to the members of the study class.

The summer term of the Grand Rapids Training School offers in addition to its usual attractive features lectures by Miss Anna W. Williams, superintendent of public kindergartens, Philadelphia; Denton J. Snider, of Chicago, and George S. Waite, superintendent of manual training. Superintendent Waite will lecture on manual training in relation to the kindergartens, knife work, constructive work, etc. A series of class lessons may be arranged in manual training. Those desiring such a course are requested to correspond early.

New York City Kindergarten examinations are announced as follows:

A written examination of applicants for licenses as kindergarten teachers in any or all boroughs of the City of New York will be held by the Board of Examiners on Monday, June 24, 1901, beginning at 9 a. m., at the hall of the Board of Education, Park avenue and Fifty-ninth street, borough of Manhattan; and an oral examination for such licenses at the call of the Board of Examiners.

To enter this examination, applicants must have one of the following qualifications:

(a) Graduation from a high school or an institution of equal or higher rank, or an equivalent academic training; and graduation from a school

for the professional training of teachers having a course of two years, at least one of which has been devoted to the theory and practice of kindergarten work; (b) graduation from a four years' course (including a kindergarten course of two years) in a State normal school or a college; (c) graduation from a school for the training of kindergartners having a course of at least one year, together with successful experience in kindergarten teaching for not less than two years. (Applicants presenting qualification (c) must pass, in addition to the examination described below, the academic examination for admission to Training Schools for Teachers, unless they are high school graduates. See separate circular announcing such an examination for June 17, 19, 20 and 21, 1901.)

All applicants must pass written and oral examinations embracing the following subjects:

(a) Theory and practice of kindergarten teaching; (b) free-hand drawing; (c) singing and piano-playing; (d) physical exercises appropriate for the kindergarten.

Each applicant must be at least eighteen years of age and of good moral character.

Each applicant will be required to report for a physical examination within ten days after the date of the written examination, to one of the physicians authorized by the Board of Education. The fee, three dollars, is to be paid by the applicant, to whom it will be repaid after acceptance of appointment. No person will be licensed who has not been vaccinated within eight years, unless the examining physician recommends otherwise.

The licenses issued under these regulations hold for the period of one year and may be renewed for two successive years in case the work of the holder is satisfactory. At the close of the third year of continuous successful service the city superintendent may make the license permanent. William H. Maxwell, city superintendent of schools.

Chicago has eighty-six public school kindergartens, and no supervisor of same. Supt. E. G. Cooley reports that there has been increase in the interest of parents in these kindergartens; that for every one such three more would be required to accommodate all the children of the districts. The expense budget for these schools for the past year has been \$110,000, which does not include the expense of the city normal school kindergarten training department. This department is in charge of Miss Elizabeth Harrison, who also by arrangement of the board of education conducts round table discussions, which the eighty-six kindergartners and their assistants are requested to attend, once each week. This plan has in view the "unification" of the working force. There is no special kindergarten committee in the board of education at present, and no examinations will be conducted this year, for the first time in over five years. Superintendent Cooley says this is to avoid the great labor of examining and interviewing the several hundred candidates who would no doubt apply. There is no one in charge of the supply orders for these kindergartens. Meanwhile the public approves and urges the opening of more schools, but the financial condition of the board does not make this possible. Superintendent Cooley who has recently been re-elected to this most conspicuous public office, openly and personally favors the kindergarten movement. As we understand the organization of the Chicago schools, the district superintendents are at present responsible for the entire supervision of the schools in their district, including the kindergartens. We see no reason why up-to-date district superintendents should not govern the kindergartens as acceptably as the primary departments, in the absence of a special supervision. It is an experiment that would be interesting to see made. The ideal kindergarten seems to be a rare product.

Miss Annie Howe, kindergarten director and training teacher of Kobe, Japan, has recently written a letter home from which we are permitted to make extracts. Her "outgoing class always leaves a motto for remembrance,

made of paper folding. This year the motto was made of purple and pasted on a very pretty frame of soft brown paper, with an edge of damask a little darker, outlined with a tiny band of gilt. . . . A big vase of a soft yellow flowering shrub makes the bouquet, and one of our fine pots of callas also adds to the scene. . . . On the table, spread with the pretty brown damask cover, given by the alumni, is the tray with twenty-eight little diplomas. In fact, everything is ready. Even the garden shines, and this last week we have planted nasturtiums, cosmos, poppies, asters, salvia, so there is nothing to do after the closing exercises tomorrow, but just have fun for a week.

"With all this getting ready, there has been an avalanche of graduating exercises this week. They really began last Saturday, when the Episcopalians had theirs. I had many invitations to government exercises, two on Tuesday, one on Wednesday and one on Thursday, another on Friday, and one on Saturday. Five of these came to me as principal of the kindergarten, so I either went myself or sent Wahugama San as my representative. They have all been interesting, and yesterday especially—a school for boys under twelve; 1,400 of them! The exercises were held in the open air, as it was a bright day."

The pedagogical school known as the Chicago Institute, with Colonel Parker for its head, has been affiliated with the University of Chicago. It will be transferred to the University grounds, upon what was known to so many as the Midway Plaisance during the Fair. This refers to the pedagogical department alone. What was the practice school will be continued on the north side of the city under the name of the Francis W. Parker School. The parents of the neighborhood have been too well pleased with the spirit and work of the Chicago Institute to think of letting it lapse. It is hoped that a grade corresponding to the first year of the high school may be added to the course. Thoroughly equipped teachers will be in charge and Colonel Parker's interest and counsel will still be available. Meanwhile the University wishes to establish a practice school known as the School of Education of the University of Chicago, in connection with the proposed pedagogical department. What is to be its relation to the Elementary School (popularly known as the Dewey School) is still unsettled. There are many *pros* and *cons* to be considered.

We are still unconvinced that this affiliation with the great university, its libraries and appliances, will add to the ultimate usefulness of the old Colonel and his pedagogical ideals.

The Lansdowne (Pa.) Round Table of Froebel Institute has sent \$25 to the Froebel Memorial House at Blankenburg, Germany.

From a Brooklyn daily we reprint the following: "A meeting of the Brooklyn Kindergarten Union was held last week at Pratt Institute. Miss Fanniebelle Curtis, director of kindergartens in the public schools, presided. Reports from the delegates who attended the convention of the International Kindergarten Union, held recently at Chicago, constituted the business. Miss Fitts spoke of the various kindergarten training classes and associations in Chicago. She gave a detailed account of the work of a kindergarten for one morning. Some of the constructive work she considered more developing for the kindergartner than for the child. At the close of her talk Miss Fitts made a plea for better work in the individual kindergarten and urged that the course for children be lengthened. Miss Harvey gave a bright and witty account of the hospitality of the Chicago friends and reported especially the Round Table on Programs. The Hull House, a social settlement, was Miss Shepard's theme. Miss Curtis told of the Gertrude House, which is somewhat similar to the Pestalozzi-Froebel Haus of Berlin. She said that she had been particularly impressed with the home life of the resident students, their freedom and the kindergarten atmosphere surrounding them."

The Chicago Kindergarten Club met on Saturday, May 11, for its annual meeting. Reports were given by the officers and chairmen of committees. A

program for the ensuing year was presented and discussed. It was suggested that the talk and study of the past years should now result in some definite work. One form it might take would be a canvassing and practical study of the local conditions of public schools and the environment of the children, regarding playgrounds, yards, rooms, food, etc. It was also suggested that discussion of a question might profitably assume the form of a debate. Certain questions for study were also proposed.

The election of officers resulted in the choice of Miss Anne Allen for president; Miss Henrietta Stone, vice president; Miss Eva Whitmore, recording secretary; Miss Throop, corresponding secretary; Miss Abigail Freeman, treasurer. The executive board is made up of Mrs. Putnam, Mrs. Page, Miss Miller, Mrs. Blodgett, Miss Sheldon. The club subscribed to the fund on Chicago vacation schools and the Froebel Haus of Blankenburg.

Dr. C. F. Hodge will present an interesting course on Natural Study of Living Things at the Clark University summer school, including the following practical lines:

Elementary Study of Animal Life. Domestication of animals. Social and educational values of children's animals and pets.

Lessons with Plants. Elementary as distinguished from technical botany. Cultivation of plants by the children. Flower calendars. Poisonous plants.

Garden Studies. Home gardens and school gardens. Nature study property of children. Best varieties of fruits. Plant breeding and propagation. A nature study garden.

Elementary Forestry. Tree seed collections. Methods of saving and germinating forest tree seeds. Planting of nut trees. Home and school-yard trees.

Saginaw, Mich., has a kindergarten association which is working earnestly toward putting the kindergartens back into the public schools of that enterprising lumber city. Mrs. Emma Tatham is supervising and propagating the work with great enthusiasm. There is a Federation of Women's Clubs of Saginaw which aims to assist all public movements. It has recently arranged at its own expense public lectures on educational questions by Miss Mingins, of Detroit, and Miss Amalie Hofer, of Chicago. The latter meeting was attended by every class of citizens, from the miner's wife of the Kindergarten's Mothers' Clubs, to the more favored men and women of the city. The group of kindergartners made the occasion beautiful as well as cordial. The genuine interest manifested in the work on the occasion of May 11 cannot fail to materialize in permanent, sound kindergartens for the three and four year olds in Saginaw.

The Sloyd Association of Great Britain and Ireland held its tenth annual meeting in February last. This educational body has done much to enlighten public opinion concerning the educational value of handwork. It undertakes as well the training of teachers and arranges courses of lectures on Sloyd, etc., for teachers' associations, trade unions, clubs, etc. The various societies interested in such handwork sustain a Board of Examinations for Educational Handwork. This holds examinations and grants certificates in: (Section 1) Froebel's Gifts and Occupations; (2) Manual Occupations, including clay modeling, brush drawing, blackboard drawing, color work, paper-cutting and mounting, cardboard modeling; (3) Manual Training, including woodwork, wood carving, metal work, repoussé work, school gardening.

Ontario has profited by several recent educational meetings, as will be seen when the following items are read: The kindergarten section of the Ontario Educational Association met and discussed several interesting papers and a Parents' Club subsection was formed. The London (Ontario) Froebel Society met the normal school students in games May 3, and had an over-

flow meeting. The latter half of the program was devoted to such traditional games as are played in school-yards of Ontario. They are part of a collection of such games made by Vice Principal Dearness. The National Council of Women of Canada held its annual meeting May 16-22. The visitors were tendered a reception by the city teachers; and Mrs. James L. Hughes, of Toronto, presided at a Round Table Conference of mothers and teachers.

A correspondent writes concerning the making of colored blackboards. The superintendent of supplies of the Chicago Board of Education referred us to Charles J. Kelly, contractor, 84 LaSalle street. Inquiry there developed the fact that the process of making is a secret one. Mr. Kelly superintends the putting up of all these blackboards. We would advise those interested to write directly to him. We have been informed that the rough side of ground-glass takes chalk most satisfactorily. By painting the smooth side a drawing board of any desired color can be obtained.

Budapest, Hungary, is being interested in parents' meetings by Frau Rosa Gardony, who has called the second conference in a public school building, with a view to organizing for a mothers' congress. On the 20th of April a large audience listened to an address by Frau Gardony on the National Congress of Mothers in America. The meetings have so far been attended by middle class women, altho Frau Gardony herself belongs to the most favored and cultured circles of the old aristocracy of Budapest.

The Grand Trunk Railway system has announced fares to the Pan-American Exposition. It allows a stop over of ten days at Niagara Falls without cost, and at Buffalo on payment of \$1 on tickets to eastern destinations, to enable patrons to visit the exposition. City ticket office, Chicago, 249 Clark street.

The Hammett School Supply Company, of Boston are inviting all our readers to visit their newly furnished Teachers' Rest, offering every comfort and every provision for keeping up-to-date at the same time. Luncheon is served, and the "latest" in kindergarten gifts and materials exhibited.

Miss C. C. Cronise, of the Gertrude House, Miss Helen Mills of New York, Miss Grace Fairbank of the Chicago Helen Heath Settlement, and Miss Mary McDowell of the Chicago University Settlement, have sailed together for study and travel in Europe.

Prof. Patrick Geddes, of Edinburgh, is organizing a scheme for the systematic study of the Glasgow exhibition, similar to that he conducted at Paris. He writes: "I trust some of your numerous kindergartners will be able to attend."

Important Correction.—On page 488, May Kindergarten Magazine, in the article by Mrs. Hegner on a "Settlement Garden," "The problem of nature gains in a Kindergarten" should read "games" instead of "gains."

The Ethical Culture Schools of New York city have recently celebrated the quarter centennial record of work personally conducted by Prof. Felix Adler in their behalf.

Three hundred years after Luther came Froebel. Three hundred years after Froebel, who?





